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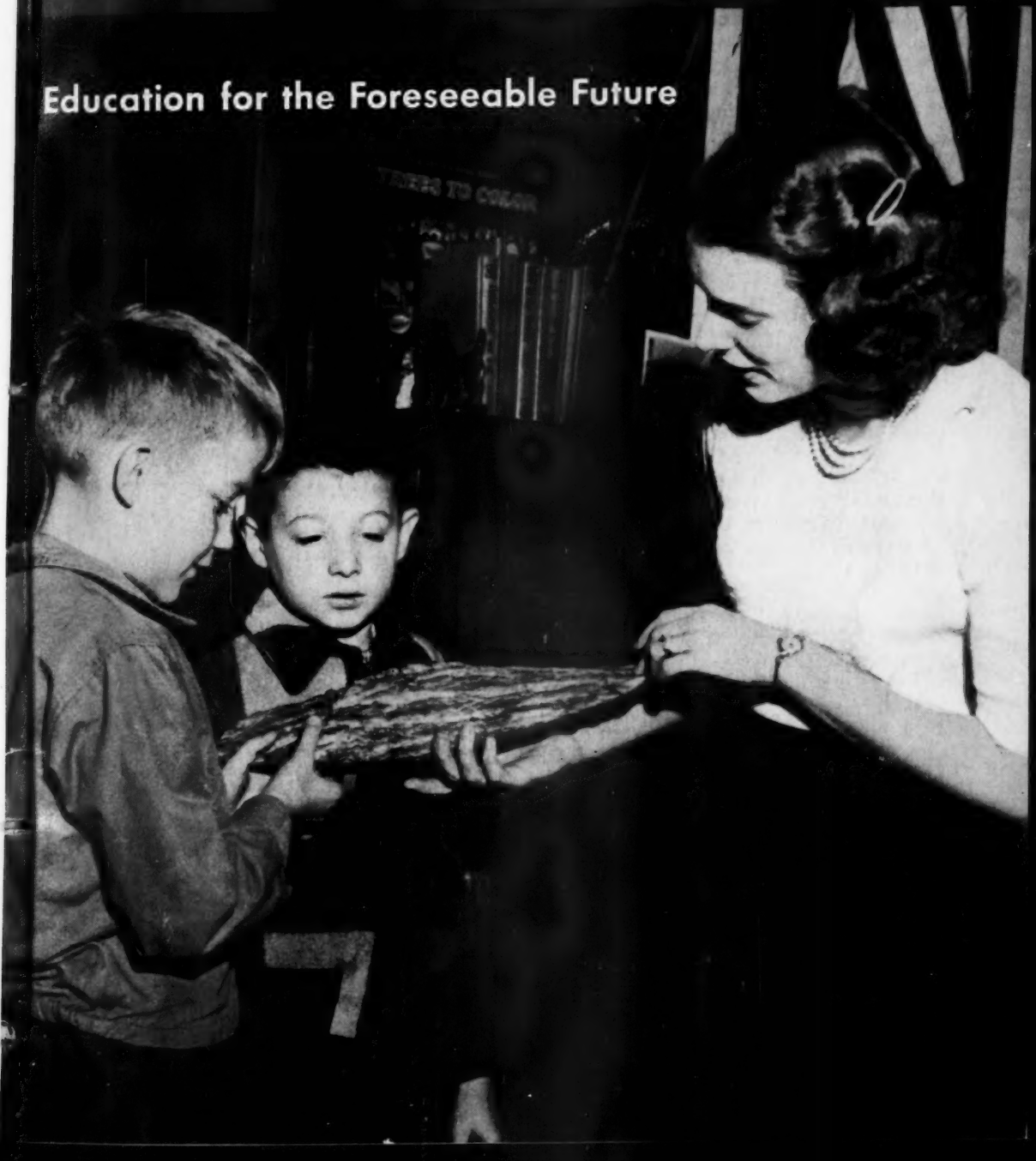
JOURNAL of the Association for Supervision and Curriculum Develop

# Education for the Foreseeable Future



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JOURNAL of the ASSOCIATION for SUPERVISION and CURRICULUM DEVELOPMENT, NEA

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# Editorial

## Education for the Foreseeable Future

So we march into the present
And it's always rather pleasant
To speculate on what the years ahead of us will see,
For our words and thoughts and attitudes,
All our novelties and platitudes,
Will be Rather Ancient History in 2033.[1]

MUCH PREMIUM space these days is given to conjecture on the future. Radio and television, magazines, newspapers, even comic books (perhaps space comics were pioneers in this respect), have much to say about the future and about man's role in it. With this issue, our journal has its say upon a subject which, provided we stay around long enough, will be ours to face.

This is the beginning of EDUCATIONAL LEADERSHIP's fifteenth volume. Its first issue was published in October 1943, in the early stages of World War II. Even in those dark and uncertain days, contributors to this journal were looking to the future and were centering upon man's ability, especially through democratic educational processes, to shape the form and substance of the good life that they wanted for all when peace would return. Peace did return, but an uneasy peace.

Perhaps the unease of our time explains in some measure our need to conjecture about the future. Some elements in these days are similar to those that characterized the time of the launching of this journal.

Current literature concerning the future has apparently three points of general agreement. First of these is that the future is rushing upon us at a greatly accelerating rate of speed. Progress in technology and mastery of communication media give modern man ever increasing control over the physical world. Man himself, however, is having trouble in adjusting to the changes he has made in his world.

Change is ever swifter, more drastic and far-reaching. Yet the complex organism that is man, impinging upon other complex organisms that are men, finds progressively less time for absorbing new ideas, for adjusting to his new inventions. A "safe" and leisurely rate for adapting to change seems to be more and more a precious relic of the past. Perhaps the relative slowness with which man had to adjust in the past helped him to forge the means for a better life which seems today to be so near the grasp of all peoples—and yet which for many of the world's peoples still seems so elusive. Time to adjust to change is a priceless asset; we must use well the time that we have, even in the face of the juggernaut of the future that is rushing at us.

A second characteristic of the literature about the future is the sharp contrasts it draws. On the one hand the promise of the age of the atom is one of all-embracing good for all mankind—longer life expectancy, increasing leisure time for recreational and cultural pursuits, plentiful food, limitless energy, and so on. The underdeveloped nations of the world, the literature seems to promise, will be emancipated from poverty, disease, famine and illiteracy. All nations and peoples will be "haves"—none need be "have-nots."

Not all literature about the future,

[1] "U.S.A." from *A Book of Americans*. New York: Rinehart & Company, Inc. Copyright ©, by Rosemary and Stephen Vincent Benét. 1933, p. 114.

however, extends benevolent promise. The age of the atom carries with it the ultimate threat. The bright portrait of the future can in a twinkling reveal its other side—a threat of utter horror and desolation. This issue of the journal is published shortly after release of news that one powerful nation now has in its arensal the intercontinental ballistic missile, capable of delivering almost instant and untold destruction to any part of the earth. This is another example of the seriousness of this consideration of the future and of what the future can mean to man.

A third characteristic of the literature about the future is that it says, either directly or by implication, that man has an important and vital function in shaping and molding his future. It is a cause for hope that man, who has created the future that is bearing down upon him with increasing velocity, does have, even at this late moment, the means for building into the future some of the qualities that will enhance living both for himself and his fellow man.

This issue points up some of the ways in which education can help in meeting the future. Knowing the urgency of our impending rendezvous, we as a profession must look to our objectives and our means, so that we can use to best advantage the resources we have.

Many forces are now converging upon education. The lines of conflicting philosophies are becoming more and more sharply drawn. An apparent surge backward toward the relatively limited instructional program of the past is noticeable. Some would arbitrarily limit the setting and content of learning to a pattern that scarcely met the needs even of a privileged few in an earlier and simpler society. Such limitation would hardly result in an education flexible or adaptable enough to cope with the eventualities of the age that is upon us. Those who advocate such rigid control of what children shall learn seem to be quite vocal today. That they seem to be on the defensive may be deduced from the tone of some of their statements.

The contributors to this issue are not on the defensive. They speak confidently and clearly of the future and of education's part in it. They make a bold analysis of the future as it can be foreseen today. Agnes E. Meyer suggests a reconciliation of science and the humanities that could become a firm basis for an education suitable to modern man. S. E. Torsten Lund reviews current writing having to do with the growth of technology and the problems related to conservation of resources.

Constance and Harold Bischoff worked directly with children in determining the pupils' own concepts of the kind of education they need for their future. Alice Miel tackles the problem of how a teacher can help his pupils go beyond him in their learning and in their formation of values and concepts. Marie I. Rasey defines some of the important elements of a good "habitat for learning." Manuel Barkan concerns himself with projecting the kind of education that will help man to live up to his finest ideals and aspirations.

Now, welcome to Volume XV, Number 1, and to the contributors who will "have their say" on "Education for the Foreseeable Future."

—Robert R. Leeper, *editor*, Educational Leadership.

AGNES E. MEYER

# Education for a Democratic Culture

**"We must achieve a humanism that is scientific and a science that is truly humane. The only institution through which this reconciliation of science and the humanities can ultimately permeate the thinking of the American people is our nation's unique system of public education."**

EDUCATION not only in our country but throughout the Western World is in a state of chaos because it lacks a clear cut philosophy. Nor can such a philosophy be achieved until the conflict between humanism and science is settled.

The mechanistic science of the nineteenth century is as much to blame for this schism as a humanism which failed to see the history of the past three hundred years, with all its scattered events, as a unified, coherent process in which man's growing scientific knowledge became the basic theme of historical development. We live in a society and in a world which has been radically transformed by scientific research and technological progress, but the mind and character of man have scarcely been touched by these processes, because our educational practices are still dominated by philosophies inherited from pre-scientific ages. At present we are preparing our school children for a society that no longer exists. And such concessions as have been made to the needs of the day have cluttered up the curriculum with a mass of unrelated subject matter which dulls the child's native curiosity and confuses him as to the purpose of education.

In short, we are split personalities. And we are doing our best to see to it that our children should inherit a dualism which produces conflicts between the "inner- and the outer-directed man," saps the vitality of the individual by preventing the development of an integrated personality and thus impedes the creation of a genuinely democratic culture.

It is now the task of the scientists who have brought the technique of physical discovery to such a pitch of perfection to face the more difficult problem of using these techniques to restore the relationship of man to man in our global society, of man to the natural environment, and thus create the unity of life which would liberate us from the pessimism and the sense of futility which result from having our loyalties divided between mind and body, ends and means, culture and technology.

There is only one way of healing this conflict. We must achieve a humanism that is scientific and a science that is truly humane. The only institution through which this reconciliation of science and the humanities can ultimately permeate the thinking of the American people is our nation's unique system of public education.

## Task of the Schools

We have no time to lose because such recent discoveries as automation and atomic energy are already setting in motion a second industrial revolution whose effects will create economic, social and political upheavals far more drastic than those of the first Industrial Revolution. For this revolution is not confined to our nation—it is world-wide. With these new controls of natural forces we have it in our power to abolish poverty, malnutrition and disease and create the highest civilization the world has ever seen. If we fail to cope successfully with these new forces and the numerous economic, social and political problems they will create, the chances are that war and total destruction of all human life will be the penalty.

The key to the bright future that now beckons us lies in education. Our children should no longer be narrowly prepared for some occupation which may be obsolete when they leave high school or college. They must have an education so flexible that they can think independently and adjust their knowledge to whatever an uncertain future may have in store for them. We must produce more and more truly mature minds and characters which will enable our citizens to turn their talents to the new fields of endeavor which result from the changing and ever more complex organization of a highly industrialized international society.

This then is the challenge to educators —all subject matter must be taught in such a way that it opens new vistas of thought. The learning of this or that subject is important only if it is taught in a way that will lead to the desire for more learning. Students can be encouraged to work hard, to learn any subject however difficult if their interest is aroused through method; and scientific method has this advantage—it is the most effective means of arranging material for the encouragement of thought. It enables the child to see the relationship of subject to subject, and of all accumulated knowledge to the problems of today and tomorrow.

This does not imply that every child could or should be trained to become a scientist. It means that children should be taught the beauty and economy of scientific methods of thinking—a willingness to employ methods of observation, reflection and test and a refusal to accept conclusions not warranted by evidence. Scientific method thus leads to the open rather than the closed mind. It is the ability to use ideas as hypotheses to be tried instead of dogmas to be asserted. It leads to freedom of thought and action not only for oneself but for others. It is therefore the surest path to reinforcement of our democratic principles, our Constitutional rights and our willingness to grant the same freedoms to other peoples and nations. For it is bound to create a new psychology of human nature which will enable the individual to break through his powerful native egotism which is man's own worst enemy and develop an objectivity which is the real test of maturity. It is the only means by which we can hope to conquer the political, racial and religious intolerance

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***AGNES E. MEYER, of Washington, D.C., is noted as a liberal journalist, lecturer and author, and as stalwart champion of the public schools. Her books include* Out of These Roots *(Little, Brown & Company, 1953) and, most recent,* Education for a New Morality *(Macmillan Company, 1957). For a review of the latter see the "Significant Books in Review" column of this issue.***

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which is so prevalent throughout the world today.

If our children are gradually and wisely guided by the more and more elaborate uses of scientific method, reason will cease to be an abstraction and become an obvious link between fruitful behavior and an understanding of the value of morality, perhaps the greatest single need of our country today.

The most basic moral influence of science is exercised by its eternal search for truth and its rejection of any truth as final and absolute. This does not mean that old truths are lightly abandoned. It means that those perceptions are significant which steadily vitalize and expand the conservation of old truths and the creation of new truths.

Science also encourages morality by its insistence on concise rational methods of thought as a guide to intelligent action. The endeavor to think clearly is the first principle of morality, said the famous mathematician Pascal.

It would enable our schools to nurture not only orderly habits of thought, but self-discipline and continuity of effort.

Modern science and democracy are natural allies since both emphasize the central importance of experimentation and experience in the development of moral insights. The teacher must resist the temptation to give the child ready-made answers which dull his native curiosity and repress his natural impulses, instincts and energies. The child's mind should be kept alive by encouraging him to ask HOW and WHY, the two vital questions that started the human race on its long, arduous journey from crude trial and error methods toward the refinement of scientific method. If the child is given free scope to experiment with all the problems that interest him, he will discover gradually the relationship of mind—of choice and discrimination—to fruitful and satisfying activity, and the connection between doing and its consequences. Gradually the child then learns to anticipate consequences and to understand the role of intelligence in behavior. Then thinking results in knowledge that is useful in subsequent thinking. He learns that the main object of education is clearly not in retrospect, but in ability to deal with the future. He can then learn the application of these methods to joint activities and common purposes, as an introduction to the moral values of democratic living. He understands that the individual does not function in isolation but in destructive or constructive relationships to his fellow men.

It is not surprising, therefore, that the only fruitful meetings between the representatives of democracy and communism, have been the various international scientific assemblies. Indeed the geophysical year may bring about a new era of understanding between these two rival philosophies of life, since it demands close cooperation between great numbers of scientists from both camps. For these are the only representatives of whatever nation or race who have a common language and a common approach to their problems. But if we wish this approach to understanding, amity and peace to spread amongst the Western and the Communist people, we must close the gap between the scientific experts and the laity—another dangerous gap created by our failure to educate the masses in scientific method. This would enable the layman to understand and appreciate the role that science and the scientists now play in determining the fate of mankind.

Recognizing that scientific leadership and the immense reserves of scientific

knowledge could become the means to international peace, the second general assembly of the International Association of Universities, held in Istanbul in September 1955, recommended the establishment of a balanced education which would leave no man of science without humanistic culture and allow no humanist to ignore the influence of science on human history. The surest bridge to mutual good will thus lies in our hands. As the nation with the greatest resources, it is for us to encourage this type of education here at home and abroad.

Where does the scientific approach to the formation of human character leave sectarian religion which many people now wish to impose on the public school curriculum? Modern science with its emphasis on selflessness, cooperation, humility and integrity is not hostile to religion, whether Christian or otherwise. In fact it transcends the dogmatic limitations of the various creeds and points the way to a higher universal God concept and a deeper sympathy for all human beings. It is the basis for a new concept of man and a new concept of society to which men of all religions can give assent.

S. E. TORSTEN LUND

# A Probable Image of the Future

**Astounding technological changes are noted by this author. Implicit in his study is the rapid acceleration in such changes. He indicates what various writers see ahead, with emphasis on our resources problem. He concludes with a question that indicates the dilemma of modern man and places tremendous responsibility upon schools and school people.**

AS Margaret Mead (10) has pointed out, many teachers reflect a world which no longer really exists, while our pupils will live their adult lives in a world greatly differing from even the present one. However, that segment of teacher population implied in EDUCATIONAL LEADERSHIP dares not live in the past; must strive constantly to understand the present; and ought to study the most probable images of the future.

We must start with some assumptions, the most important being absence of large scale nuclear and/or biological warfare; the continuance of the constantly accelerating pace of change brought about by large scale application of science and the resulting technology; the rapid spread of technology and industrialization to all parts of the world; and a continuation of efforts to build a functioning world-wide organization.

## Acceleration of Change

Several years ago the writer (9) sketched man's increasing ability to transform his environment by the application of science. Illustrative examples were included; some rather imminent developments were suggested; a possible limitation set by available resources was indicated; and the inherent logic of tech-

***S. E. TORSTEN LUND** is associate professor of education, University of California, Berkeley. His essay, "Technology—Threat to Freedom," appeared in the ASCD booklet,* **Education for American Freedom** *(1954).*

nology was pointed out as a real threat to man's individual freedom. In general, developments during the intervening short time span have shown the predictions to be conservative.

The demand for energy, mostly supplied by fossil fuels, goes on at a geometrically increasing rate. No new large-scale sources have been developed, though we now see the beginnings of the use of nuclear energy.

The development of machines continues unabated. A spectacular example, observed by us all, is that of earth moving machines. These have been allegorically portrayed by Artzybasheff on a recent cover of *Time* (6/24/57). It is safe to predict that machines will be built which can and will perform almost any manipulation or shaping man desires.

In the field of civilian transportation we now have more millions of even bigger energy-wasteful automobiles, festooned with scarce chrome, and upholstered with luxury materials found, a few years ago, only in homes of the wealthy. At the expense of fuel we have effortless powered steering, braking, window regulation, and seat adjustment. We have succeeded in so cluttering our arteries of transportation as to force us to build fantastically expensive multi-lane highways in our metropolitan areas. This appears to be a hopeless effort to prevent the eventual thrombosis of our cities' circulatory systems. This year we embark on a 15 year program to build a 50,000 mile, $100 billion superhighway system over the U.S.A. Incidentally, it took the Roman emperors 500 years to build a 50,000 mile roadway!

The speed of our aircraft has increased and within two years will jump from the present 350 to 550 mi/hr. The almost 60 per cent increase in speed means a fantastic increase in the complexity of air transportation. The near-free world of yesterday's airman will shortly be changed into entirely controlled air space and our aircraft will be under the constant surveillance of electronic dispatchers channelling each flight with reference to the current traffic. As usual, military air transport leads the way in speed and our new B58 has a "classified" cruising speed which most probably will exceed 1000 mi/hr. Flying west at the equator in that aircraft one can experience a perpetual noon-time, with the sun seemingly standing still—the world will have shrunk to a 12 hour size!

One of the fastest changing fields is that covered by the generalized term "communication" (21). Direct dialing telephony now has been extended to much of the U.S., and awaits only the laying of a coaxial cable to reach Hawaii. The unruly "line-of-sight" electro-magnetic waves will soon be curved around the earth, possibly by means of "pipes," to make world-wide T.V. broadcasting chains a reality. Two new air navigation systems have gone into operation—one, the inertial system which is entirely independent of any exterior communication except for the earth's gravitational force. The other, based on Doppler's principle, feels itself along the earth's surface by bouncing a signal from aircraft to earth and return. A computer analyzes the return to calculate track, speed and direction. Finally, there have been further developments in our electronic computers. The earlier analogue

computers are apparently to be almost displaced by the more compact, speedier and more versatile digital computers. Our mathematicians and communications experts are rapidly learning how to analzye our tasks and code them into the binary system which these electronic brains "understand" and obey. As rapidly as we have entered the age of automation we are only in its early stages. One large banking chain is now in the process of converting its daily check clearing activities into an automated system in which improved versions of "Erma" will carry out the whole procedure, including the preparation and possibly mailing of the monthly statement to each depositor. We can assume that the entire system of bank clearinghouses will eventually be operated by "super Ermas," consisting of a complex of automated computers, magnetic memory banks, and high speed sorters and printers, all watched over by a few highly expert persons who keep the various units electronically healthy.

The future of the electronic computer is not limited to mere computation. Already developments indicate that it may be designed so as to exercise discrimination and interpretation on a level which simulates the operation of the human brain. The development of a mathematical theory of communication by Shannon (14), Wiener (21), and others makes probable the use of electronic devices which can translate one language into another. Will they eventually be able to translate poetry?

Technology goes on with an ever increasing rate of development, but we see little concern on the part of most people, even on the part of most "educated" persons, as to how this technology is going to affect us all. True, it is becoming increasingly difficult for any one to understand the complexity of our world. Technology demands an ever increasing specialization, which has already reached the stage where even the specialists find it extremely difficult to communicate with each other. We desperately need great synthesizers who can translate our technology and its probable social consequences into language we can all understand. We see some attempts to break down barriers to communication, especially on the part of top echelon thinkers. Thus we did have an international meeting on Peaceful Uses of Atomic Energy. This year sees the start of the 18 month International Geophysical Year during which the savants of more than 60 nations will cooperate in an all-out effort to render more precise our understanding of many aspects of our earth and even the universe. For us, as teachers, an even more exciting example is the recent symposium of scholars reported in *Man's Role in Changing the Face of the Earth* (18).

## A Study Program

After examining a sampling of publications which deal with the future, the writer of this article suggests that teacher-readers embark on a study program including, as a start, the sources listed in the bibliography. The following thumbnail sketch may whet your appetite.

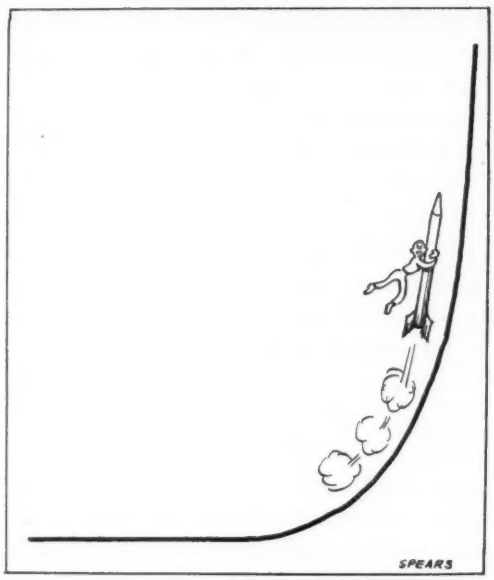
The most impressive fact in our reading has been the documentation of the *constantly increasing rate* at which change takes place. In fact, the symbol for the 20th Century might well be an exponential curve, with man zooming up the steeply ascending portion of that curve. When plotted, such items as human population growth, production, consumption of coal, oil, gas, various metals, water, etc., etc., all tend to assume the shape of a curve which approxi-

mates that of growth of invested principal when compound interest is applied. Even a cursory examination of such a curve suggests that long time continuation along the present dizzy inclines is improbable.

In all attempts to foresee the future, some assumption is made with respect to future population growth. It is well documented that recent growth of human population has attained a rate which will result in a population explosion. The ancient limiters of population growth, disease and famine, have been greatly reduced in effectiveness without a compensating change in human birth rates. For some time the population of the U.S. has grown at the rate of approximately 1.5 per cent per year (compounded), and there are no signs of a decrease. There is almost unanimous judgment that some control of population growth will become necessary, though it is recognized that effective control may take several generations. Failure to check the present explosive growth can only mean a future in which the resource base will be insufficient to support the resulting mass of humanity at an optimum standard of living.[1] Most writers on the future assume that such rapid population growth will continue for some time and in turn they foresee many problems, some of which we will note.

Continued urbanization is foreseen as the only means by which the vast number of future human beings can be kept alive on the basis of any acceptable human standard. As noted in detail by Seidenberg (13), this also means a constantly increasing rate of "organization" and an accompanying decrease in individual freedom. It is obvious that enormously complex problems of circulation must be solved, such as those involving water, food, wastes, and the transportation of goods and people.

[1] For a highly optimistic forecast see the Kiplinger magazine, *Changing Times,* June 1957.




***An exponential curve—possible symbol for the 20th Century?***

In every discussion of the future, as one problem after another is raised and possible solutions suggested, two items always rank top priority—first, that of necessary materials, such as metals, coal, oil, wood, fiber, water, etc. It has been pointed out that at the *current rate* we process over 20 tons of material per year for every man, woman and child in the U.S.! In the meantime in the U.S., and also in the rest of the world, the consumption of materials increases geometrically. Hence we know we are facing a growing materials shortage. Already some metals such as copper, lead and tin are growing scarce. For others, such as iron, we are having to process refractory, low-yield ores as well as import ore from other countries. One writer has pointed out that while many countries today are

***Illustration by HAROLD W. SPEARS, superintendent of schools, Public Schools, San Francisco, California.***

"have not" nations, all of them are "need more" nations. True, there are ample supplies of most materials, provided we can pay the very high cost necessary to process lower and yet lower grade sources. Incidentally, the glib promise of synthetic substitutes is questionable, since, at present, the most important synthetics have their origin in such materials as wood, coal, or, for the most part, petroleum.

A second top priority is that of energy. As the various writers consider possible ways out of an impending materials shortage and point to new or different sources, there is always the assumption of sufficient energy to accomplish the preparation. Of all growth rates, during recent decades, that of energy consumption is among the steepest in its increase. In recent history man has turned to fossil fuels, first coal and later oil and gas, to energize his many operations. Now almost all authorities agree that the end of our petroleum reserves is in sight. Even coal, especially coking coal, apparently will not last as long as many of the fairly recent estimates suggested. A significant illustration of the nature of an exponential curve is found in oil consumption when one writer (2) points out that, if present trends in increased rate of oil consumption are projected, the difference in time of peak production between the lowest reasonable estimate of the U.S. petroleum reserves and the highest, is but a matter of about 6 years! All writers assume that atomic energy will be called on to carry an increasing share of energy loads—foreseen even by pre-atomic bomb writer Stapledon (16) —even though many grave technical difficulties remain to be solved, not the least being that of disposal of the "hot" ash. Every possible source of future energy is now being carefully studied and reevaluated, including wind, tides, solar energy (both direct and indirect), hydro power, etc. At present there is a faint hope that nuclear fusion (related to that powering the hydrogen bomb) *may* be brought under control to save an energy hungry world. Nevertheless, it seems reasonable to assume that, in the U.S., our present energy squandering way of life will shortly have to be revised to a more Spartan level.

In this country at least we face an increasing shortage of water. Here again we have an example of the exponential curve, since increased consumption rates are proportionately much greater than our population increase would suggest. Even in water surplus sections of the U.S. there is a growing concern for adequate supplies of water suitable as to purity and temperature, and over water we will fight some of our most bitter political battles—as is already evident in the Far West. The desalination of ocean waters and purification of brackish water, the re-cycling of water, use of re-claimed water from sewage, and the transportation of water over longer and longer distances, all will be brought to bear on this problem, but always accompanied by greatly increased cost.

Less attention has been given the growing contamination of our atmosphere, the only source of air, which is necessary for all life. It is worth noting that the atmosphere is one natural resource which cannot be the monopoly of any one nation but belongs to *all* equally. There is, therefore, a deeply moral question involved when our industrial operations, our urban centers, and the world's military establishments convert the atmosphere into a gigantic sewer by the injection of untreated noxious gases, fumes, smoke, fissionable atomic debris (10), etc.

***"The most valuable contribution this kind of article can make," according to its author, "is to arouse questioning and controversy. It is of utmost importance for us, as educators, to become concerned with the alternatives implicit in our immediate future."***

There is a growing realization that a highly inter-related and interdependent industrial society is peculiarly vulnerable to disruption—as contrasted with the simpler, more self-sufficient non-industrial societies, for there are many points at which a blockage can bring the whole system to a standstill. As pointed out by many thinkers, this property of industrial society almost guarantees that steady growth of organization is an inherent property of industrialization with attendant increase in centralization in our social, political and economic affairs. This inherent characteristic of a technology dominated world when extrapolated into the future can provide, as it has in many writings (7), fearsome pictures of a future eventually devoid of individual freedom. There may even be a "point of no return" beyond which such outcome is inevitable.

It is also obvious that in the future, even more so than is true in the immediate past, man must appreciate his basic dependence upon his physical environment, for with all his inventive prowess it still remains true that he cannot, for any length of time, exceed the carrying capacity of his physical environment. Call this conservation-mindedness or what you will, there is here implied an important ethic, for as Sears (18, p. 481) says, "Whether we consider ethics to be enlightened self-interest, the greatest good for the greatest number, ultimate good rather than present benefit, or Schweitzer's reverence for life, man's obligation toward environment is equally clear."

## The Most Critical Factor

Space limitations prohibit any real considerations of the educational implications of this brief picture of the look ahead. However, it is significant that though many of our basic resources appear to be headed toward a short supply, even in the immediate future, it is obvious to anyone reading these various prognostications that the most critical factor of all will be man himself. The real limiting factor is man's capacity to so manage his various enterprises that he can continue to live in human decency and dignity.

As we have noted, change appears, at least in the short run, to parallel an exponential curve. It is therefore the responsibility of man's educational institutions to provide a constantly increasing number of well educated and wise individuals who can understand our complex world, who have a valid ethic which will guide them in choosing future alternatives, and who can sucessfully communicate their understanding and their guidance to mass man.

It is here we are directly and immediately concerned, for it is through our schools that society must prepare its children, and even its adults, to live in the coming, complex world. Unless we can meet these problems, we may well be "painting ourselves into a corner."

### Readings on the Future

Assuming you have read such imaginative works as: Orwell's *1984,* Vonnegut's *Player Piano,* and Huxley's *Brave New World,* browse in the following, especially those marked with (*).

1. Asinov, Isaac. "Profession" in *Astounding Science Fiction,* July 1957. p. 8-56.

*2. Brown, Harrison; James Benner; and John Weir. *The Next Hundred Years.* New York: The Viking Press, 1957. 193 p.

3. Darwin, Sir Charles G. *The Next Million Years.* New York: Doubleday & Company, 1953. 210 p.

4. Davis, Kingsley. "The Unpredicted Pattern of Population Change." *The Annals of the American Academy of Political and Social Science,* May 1956.

*5. Drucker, Peter. *America's Next Twenty Years.* New York: Harper & Bros., 1955. 306 p.

6. Ernst, Morris L. *Utopia 1976.* New York: Rinehart & Co., 1955. 306 p.

7. Gerber, Richard. *Utopian Fantasy.* London: Routledge & Kegan Paul, Ltd., 1955. 157 p.

8. Latil, Pierre de. *Thinking by Machine.* New York: Houghton Mifflin Co., 1957. 368 p.

9. Lund, S. E. Torsten. "Technology—Threat to Freedom" in *Education for American Freedom.* Washington, D. C.: Association for Supervision and Curriculum Development, 1954.

10. Mead, Margaret. *School in American Culture.* Cambridge: Harvard University Press, 1951. 41 p.

*11. Meier, Richard L. *Science and Economic Development—New Patterns of Living.* New York: Technology Press, M.I.T., and John Wiley & Son, 1956. 246 p.

*12. Sax, Karl. *Standing Room Only—The Challenge of Over-Population.* Boston: Beacon Press, 1955. 201 p.

*13. Seidenberg, Roderick. *Posthistoric Man.* Chapel Hill: University of North Carolina Press, 1950. 238 p.

14. Shannon, Claude E., and Warren Weaver. *The Mathematical Theory of Communication.* Urbana: University of Illinois Press, 1949. 117 p.

15. Shute, Nevil. *On the Beach.* New York: William Morrow & Co., Inc., 1957. 320 p.

*16. Stapledon, W. Olaf. *First and Last Man.* New York: Jonathan Cape and Harrison Smith, 1931. 371 p.

17. Stewart, George R. *Earth Abides.* Toronto: Random House, 1949, 373 p.

*18. Thomas, William L., Editor. *Man's Role in Changing the Face of the Earth.* Chicago: University of Chicago Press, 1956. 1193 p.

19. Thomson, Sir George. *The Foreseeable Future.* London: Cambridge University Press, 1955. 166 p.

20. Ubbelohde, A. R. *Man and Energy.* New York: George Braziller, Inc., 1955. 237 p.

*21. Wiener, Norbert. *The Human Use of Human Beings.* Garden City: Doubleday Anchor Books, Doubleday & Co., Inc., 1956. 199 p.

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CONSTANCE and HAROLD BISCHOFF

# "Will I Know Enough?"

**Two teachers give results of their study of pupils' own responses to the provocative (yet central) question of education, "Will I know enough?"**

IN RECENT years the adult population has been stimulated to greater awareness of the problems and issues in American education. An inter-related chain of events has grown in magnitude to awaken parents to inquire about the conditions of public school education. Many issues reflected in mass media help make the American public aware of the emergencies that are being faced in providing adequate education for the younger citizens of our country.

In these anxious times parents are informed about a variety of conditions and factors that influence public school education. Some know very little about what they can do about the situation. Others think that they are paying dearly to have their children attend public schools. Most parents, however, are wondering whether their children are getting an education adequate for admitting them into college and for helping them to become mature citizens.

The study reported in this article was an attempt to obtain a partial estimate as to whether a sampling of students in public schools think they are being educated adequately. Approximately 100 tenth grade students were asked to respond to the question, "Will I know enough?"

Immediately, of course, the students wanted to know how they should answer this question. They were asked to respond in a manner that would not be trying to satisfy the teachers', parents', schools', churches' or community's expectations.

## Students Ask

When a teacher questions a group of students he, too, usually is questioned. So it was with the group responding to the query, "Will I know enough?"

Some questions related to the students' concerns for getting along well with others. These concerns included queries on sex, marriage, dates and love. The questions, "What should I expect on a date?" "Do I love anyone really, or is it love of myself?" and "Do I have the right attitude toward marriage?" illustrate the students' concerns in these areas.

"Do I know enough about myself that will enable me to look at myself without bias?" and "Do I know why I act and think as I do?" are examples of other questions showing students' concern about knowing themselves.

Still other questions by students involved inquiries about the future. "Do I know enough to earn a living?" "My main concern is: how will I go about applying my knowledge to everyday work?" "Do I know enough to get some form of higher education?"

The comments revolved around unanswered and unresolved questions which the students thought must be

answered by the school or by themselves before they believed they would know enough.

### Students Speak

Some students were more forceful and determined in their responses. They voiced criticisms, suggestions and statements of approval concerning their educational program.

Students pointedly criticized their education. Quotations taken from their responses show their feelings about their need for individual attention. "I think it is only fair, however, that each child be allowed the same amount of attention to grow to the best of his ability—however poor this may be. This is not followed carefully by our school." "I feel that the teachers do not give enough attention to the kids who need help. Once in awhile I find the teachers teaching only a few kids who are smarter than the rest and are able to pick up the work right away. Then, the less bright students are left way behind."

Other quotations express students' needs for a more meaningful education. "The training that I have received here would not be sufficient for me to lead a happy productive life because they teach no moral ideals and stress nothing other than studies." "The only things we learn in school are mostly things we'll never use again in our lives. We don't really have an understanding of the more important things in life." "I think we're learning more what other people want us to learn than what we want to learn." "Perhaps, the least contributing factor has been the curriculum itself. If that were the sum total of school life, I might have parroted answers for years while trying to 'get by' on as little work as possible and graduate an 'educated' fool."

A number of comments were made about evaluation. A student's written response illustrates this: "I think I am getting quite a bit out of school, but I think too much emphasis is placed on passing tests and getting good grades rather than learning for the sake of knowing something."

Many responses suggested pupils' thoughts on and feelings about improving their education. One student responded, "It is important for us to learn something more than to memorize something and then forget it." Another student responded philosophically, commenting on the constant need for more learning. He wrote, "People are always developing new ideas that will become part of our life and we must always want to further our learning. Everywhere one goes there always will be a need for further knowledge. In order to get along in life, you must always stress your learning."

A number of students expressed concern for being helped by the school. "Teachers can help students to probe into situations further than the surface by giving them goals to strive for. Some teachers have done this by discussing problems in class and others have done it on a personal basis after school." "Much of learning comes through practice and I feel that a high school education does a lot to help you face your own problems and to conquer them." "I feel I have learned enough to carry on an intelligent conversation with people my own age and with older people. I have learned to solve problems that arise, but yet, not major ones." "My schooling has done much for me, and not just along academic lines. I've learned to work hard

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***CONSTANCE and HAROLD BISCHOFF** are teachers in the public school system of Chappaqua, New York.*

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and to work honestly, and, also, to play hard and to play with good sportsmanship. More important than this is the fact that I have learned to understand myself and my fellow students."

A few wanted closer identification with teachers. One student commented, "This year I have tried to get to know some of my teachers better, as they can help me to do more than the required work and they can help me in certain problems."

When members of a group are asked to react to a question, their responses are likely to result in a continuum from criticism to approval. Insightful comments by the pupils approving of the instruction and curriculum of their school give evidence of how their school affected them individually. Some write that they are now prepared academically for the future and that they have achieved a better understanding of themselves. "School is really a pretty wonderful place, and more of us realize it than adults give us credit for. And we get a lot more out of school than you can imagine. Maybe you don't realize it, but most of us really worry about our future. Not just dates, parties and sports, but what is going to happen when the parties are over and when we have to go out on our own bothers us." "The responsibility of going to school, getting my work done on time and done well—has helped me to be responsible in life—to take responsibilities seriously."

Reflecting upon his past four years of high school, one interviewee made this response: "Although I do not have a natural liking for math, I feel that algebra, trigonometry and geometry have all been excellent disciplines for me. Chemistry, which I was afraid of before I started it, has turned out to be a subject for which I have a great liking. English, which I always liked, means more to me now than it ever has. Spanish falls under the same category. I do want to stress the value of practical courses such as typing and driver education, which have given me skills that will serve me for the rest of my life."

### Students Look to the Future

Some students were stimulated by this question to be reflective and philosophical. The importance of knowing oneself is vital to some students. "As far as knowing myself goes, I'm just at the beginning. It will take many more years than this to know myself. Right now, I'm lazy and I'll admit it." "I want to become an interesting person. If I am interesting, have a sense of humor and am not intolerant, I can get along with others." "I wish I could know whether I know enough. Right now, I am going on my parents' and teachers' say-so. I have learned many things by probing my interests, mechanical and intellectual. I have learned to wonder at the world's every little event. I have a sincere respect for nature." "I grow up a little each year with this learning and become more adult in my thinking, actions, and what I say. I am learning more and more to make decisions for myself and also to form my own opinions rather than depending on others. I am learning to take responsibility through work I must do. I am learning to recognize things which I don't like in myself, and I am beginning to try to overcome them. If I keep learning and maturing at a rate about the same as in the past, I should be pretty ready to take my place in whatever I will do."

Some responses seem to indicate a skeptical reaction to the past and to the future. "The school has a lot of expectations for me, but actually I expect twice

as much from myself. School teaches me all the fundamentals I need to go on, but I do feel that school fails to create interest in many things and I feel as though I am working hard with no real set goals to work for. If there were something to really work for the results would be much more fruitful." "I feel that most students have no real love for their country outside of their home, family and community. They have learned the facts of history, the dates, what different presidents did and in some cases why, but they don't realize the personal toils and troubles the great men went through to achieve what they dreamed of."

Other pupils thought that the curriculum should make additional provisions. "No, I will not know enough because the subjects taught are not the subjects I am interested in. The fields of industrial arts and practical math and other subjects are missing so that when I do get out of high school I will have no education that can be used other than to get into college." "I think some special courses should be given for people who aren't going to college — courses that teach more basic things, useful in life." "The population is becoming so great throughout the world that it is very hard for one to enter college without having above average grades. There should be something done so that the average kids could enter a school to make good use of their intelligence."

## Reflections

Many types of analyses could be drawn from this variety of quotations. Many interpretations could be proposed which might reflect what each interpreter would read into the students' written comments. Because this is not a statistical analysis, simple and direct observations seem to be more appropriate.

A number of students said that they were glad they were asked to write about the question, "Will I know enough?" They felt that it was the first time they had really tried to look at themselves. Some found that it was very difficult to express anything that seemed important to say. Others could not respond because they felt they had no opinion. Some wrote almost an essay. Some were cynical and critical. Some were quite appreciative. Many were very philosophical. They were questioning themselves about their values, purposes, achievements, failures and difficulties. Many seemed to find that stating their own opinion was too difficult, so they used "you," "we," "your," "our," "in the opinion of some people," "one may" and other impersonal forms.

More specifically, these adolescents were inquiring about knowing themselves and the implications of self-concepts. They seemed to know that maturity demands this kind of personal understanding. To be happy within, they seemed to be saying, there first must be acceptance of one's self as a responsible, worthwhile, productive, trained and skillful person. There seems to be no doubt that they will have acquired sufficient academic knowledge from their formal education. They do question whether they have sufficient practical experiences. Also, they are questioning how to get along with others. Many seem to feel that if they had a closer relationship to their teachers, then they might receive more personal direction and understanding.

ALICE MIEL

# Teaching Beyond Ourselves

**How shall we help our children go beyond us in their learning? How shall we teach feelings and understandings and skills which we have not ourselves achieved? This article gives positive answers to these important questions.**

A GROUP of eleven-year-olds plan a class reunion to be held in the year 2000. They figure that their teacher will still be living at the age of ninety and can join them. Their teacher is not so sure—not about being alive at the time, but about attending. The reunion is to be on the moon!

Most of the children and youth we teach are projecting themselves in various ways into a future we will never know and which we often find it hard to imagine. College seniors preparing to teach belong to a club making serious plans for an expedition into outer space. When their instructors express a certain amount of skepticism, the young enthusiasts accuse them of being "earthbound."

A boy of elementary school age announces his intention of inventing a gasoline that will sell for one cent a gallon. A child of five in India dictates a description of the airplane he will invent when he is a man. "It will not fall," the child promises. "If it goes bad you can stop it in the air and put it right and for that I will make stairs . . . if it goes bad and cannot be put right in the air, then it will come slowly and slowly to the ground like a parachute."

High school youth in their spare time are building and launching rockets and inventing new television tubes and intricate electronic combination locks.

Not all of these young people are concentrating on material improvements. One young boy plans to invent a self-control button!

What kind of education shall we provide for all these members of the oncoming generation? We speak of educating for twentieth century living, but six-year-olds entering first grade this autumn will be only a little past forty in the year 2000. It appears likely that they will spend more than half their lives in the *twenty-first* century.

Every generation in every society faces the problem of inducting its younger members into the wisdom and ways of its particular culture. The problem is exaggerated for us because the accelerating pace of change in modern times has made the distance between father and son, teacher and child, greater with each passing generation.

## Teaching Beyond the Way We Were Taught

Our children take for granted mechanical developments which are still a source of wonderment to their elders. Unless we can keep up with such changes, at least in their broadest outlines, and unless we can anticipate and welcome the even more radical changes to come, we cannot expect to communicate with our children and therefore cannot hope to teach them.

Neither can we hope to teach our children what they need to know in their lifetime if we insist on passing along only the information with which we are familiar, using only the tools and materials of instruction with which we are comfortable. Just as our children have new sets of questions to answer, so is there available new information for answering these questions. Our children have many sources from which they may secure this information, but they must learn to use them properly.

Billy's first speech, long before he is two years old, comes out in the form of sentences and paragraphs. He uses long strings of "words" for which he has no meaning, for he is merely imitating the rhythm and flow of the advertisers he hears on television. Does this have any implications for our present notions of language development in young children?

The problem of concept formation in children presents new facets in a push-button age. A five-year-old wants to know what machine made the world. Seven-year-olds talk knowingly of the atom as a "genie" because it was so explained on a television program. They know that the genie is a large and powerful figure because they "saw" him; they are not quite so certain, however, whether he is real or pretend.

When so much information is taken in so fast, misconceptions can accumulate rapidly. Marshall McLuhan says, "Modern children are subjected to a tremendous flow of information; helping them to order and process this flow is the important task of the educator."[1]

What implications have we here for revising elementary school reading series with vocabulary control based on research done in the 1930's? In fact, what kinds of vocabulary control are useful in an age when language grows and changes so fast? What about the scope and sequence of elementary and secondary school social studies, laid out basically in the twenties and thirties and altered all too slightly since then? What of textbooks that fail to include in their views of people of other lands changes brought about by postwar developments? What about science and mathematics courses that have not caught up with nuclear fission and other modern approaches?

Unless we can teach beyond what we were taught and beyond the ways we were taught, in many instances we shall fail to reach our students at all; worse still, we may teach untruths and erroneous ways of learning.

## Teaching Beyond Our Worse Selves

The problem of bringing up to date the information we try to teach the next generation seems easy by comparison with another aspect of teaching beyond ourselves. How much more difficult it is for us today to help our children to feel and act more nearly in line with our ideals as a society than it was for our elders. By way of the newspaper and daily examples in actual life, many lessons are being taught by our worse selves. Our young people have only to look about them to see citizens deprived of the vote or discriminated against in employment, housing or vacation spots. Often they grow up hearing name-calling indulged in by adults whom they admire and imitate.

[1] In a lecture at Teachers College, Columbia University, summer, 1956.

***ALICE MIEL is professor of education, Teachers College, Columbia University, New York, N. Y. Dr. Miel is also chairman of ASCD's Publications Committee. With P. D. Brogan she has recently written the volume,* More Than Social Studies *(Prentice-Hall, 1957).***

Nor do young people have to look far to see emotionalism supersede intelligence in such matters as loyalty to country. For example, they might run into the type of thinking reflected in the following newspaper account:

> The [members of a well-known patriotic society] today demanded that United Nations "interference" in United States affairs "cease immediately and completely" . . .
>
> Mrs. ....., only one to speak against the resolution, said if the [organization] is "requested to believe rumors of concealed world federalist pressure, we should have accredited observers at the UN to prove or disprove the charge."
>
> Mrs. ..... was applauded when she arose and said that sending an observer would "undignify the great organization" . . .
>
> "Forget about observing," she said. "Let's go after them with clubs and what-have-you, like our forefathers."

The article, significantly enough, was entitled "Club-Ladies."

It is fortunate, indeed, that the illustration just mentioned can be matched and strongly outnumbered by positive illustrations. Teachers and parents can help our youngsters to observe and learn from those in our society who, now and then at least, exemplify our highest values. We must and can teach beyond our worse selves. We must and can help our children to use a more intelligent approach to problems, to act on the basis of informed judgment, to apply our democratic values in more and more aspects of living.

## Teaching Beyond Our Better Selves

But something more tantalizing remains, the task of teaching beyond our better selves.

Writing on the subject of "Man's Outmoded Loyalties," Brock Chisholm[2] has stated:

> Facing this generation in the immediate future are revolutions such as never could have been dreamed of until now. More than half the people in the world are born hungry, will be hungry all their lives, and will die hungry. But never again will these people be content to die peacefully, because they know now that hunger is not necessary.

Chisholm goes on to say:

> . . . it is the well-fed people who are going to have to take the lead in changing the living standards of the peoples of the world.
>
> . . . It has not been required of anyone until recently that his loyalties should go beyond national boundaries, or beyond group boundaries of some kind. But the world at this stage of development needs people who are able to function as world citizens, whose concern is undifferentiated as between peoples defined by race, color, religion, nationality, ideology, or anything else.
>
> . . . there is much hard thinking to be done. And the only effective thinking can be done by people who are free of taboos and of many types of loyalties which we have hitherto regarded as admirable.

The task being emphasized by Chisholm is one of helping our children to build broader and more socially useful meanings for sharing and loyalty than are the meanings currently associated with these terms. For most this will not mean discarding their loyalty to country but we should be prepared to understand a Garry Davis, self-styled world citizen who has dramatized his stand by giving up citizenship in any country. All sorts of road blocks are put in the way of his operating as world citizen No. 000,001; for example, he has no country from which to secure a passport and the world does not yet have provisions for such a case.

We shall have to be our most creative selves to find ways to help children and youth stretch their meanings beyond the limits we have had set for us by habit and tradition. An example of imaginative teaching is furnished by the teacher who worked very carefully for days with

[2] *The Nation*, July 9, 1955, p. 41.

her first grade children going through the pledge of allegiance to the flag of the United States of America until, in their way, they understood every word and phrase. Then, with these children, she built a pledge of allegiance to the flag of the United Nations.

Other large tasks face us in teaching beyond our better selves. One of these is helping the oncoming generation to realize the potential of democratic institutions for responding to changed conditions. Another is helping the young ones who will follow in our footsteps to develop skills of international problem solving that will be adequate for their future needs. As Chisholm has put it so well, "There is no plan for the human race that can be evolved successfully from within one culture."

Somehow, also, we must be able to help our children to develop a view of themselves in relation to others that is quite different from the one which is rather generally held at present. We have grown up in a nation which has developed more resources and more comforts for the average man than has many another nation. In subtle and in not so subtle ways, citizens of our country have taken on feelings of superiority. Even more unfortunately, we have reflected these feelings in our dealings with newcomers to the country and with people we meet abroad. Within our borders, too, many of us have depended, for our feelings of worth, on having more possessions than our neighbors. Now, in the rather near future, it is predicted, the "haves" for the first time in history will become a majority. The forecast is that, within our country at least, most people will have plenty of leisure and plenty of income for needs and some luxuries. Can we help our children to build the values they will need for this kind of world—self-respect that is not earned at the expense of another man's self-respect, ability to choose well in consuming more than one actually needs for subsistence, ability to spend a large amount of leisure time in ways that enrich the self and society?

Some are rather concerned over the phenomenon called "mass culture." They see a danger in too much conformity to group norms in everything from housing and dress, art and music, to politics and church attendance. Our way out cannot be to restrict the enjoyment of art and music and other adornments of civilization to a cultural elite. Neither can our choice be to try to put an end to all conformity. We are challenged to help our children to conform to our rules for living together which make it possible for people with many differences to live in harmony. Constructive use of conformity gives the individual a considerable degree of freedom because he knows what to expect of himself and what he can rather surely count on in the behavior of others. At the same time we are challenged to help our children continue to develop individual, creative approaches to their lives, to achieve a sense of direction which will guide them in their decision making.

How shall we help our children go beyond us in their learning? How shall we teach feelings and understandings and skills which we have not ourselves achieved? Two things we can do. We can arrange the kind of environment that is open for the development of new learning, new organization of experience. Then, in this setting, we can learn along with our children and, hopefully, keep ourselves somewhat up to date. In this kind of interaction lies the hope of teaching beyond ourselves.

MARIE I. RASEY

# Some Aspects of Education in the Foreseeable Future

**"There is a brave new world in the making, and a fine new order of human kind evolving." This author selects several truths related to learning and examines the effect of their practical application in the school of tomorrow.**

IT IS SAFE to say that the past fifty years have compassed more change in the way the American human kind lead their lives than in any previous five hundred. All vistas which open to the future indicate an anticipated rate of change at least as great as that of the past 50 years.

These changes are very significant to the educators in our American culture. This is especially true because there is the general expectation that our schools shall provide their populations with facilities for readying them for adult living. In our culture education has never been conceived as a privilege reserved for a fortunate few. Rather it is conceived as a prime necessity for all children of all the people. Our type of democracy was predicated upon an educated populace.

Through the years we have come to expect the public schools to serve our adult lives by the living-learning which leads sequentially from the playing-at, knowing-about of childhood to knowing and doing; to skill and understanding which characterize adult living. In this schooling-living rhythm we have come to recognize that the school cannot be much better than the adult life lived about it nor can the adult life move far beyond the values called true in school and community and translated into action there. The American school and the American community bear an integral relation to each other.

Recently reported studies which originated in the National Education office, and were carried out on a world-wide scale establish the fact that American schools are not only good. They are the best in the world. Some of us think so, too, but we are often concerned when the choruses of criticism grow loud. Not only is ours a better education, but also more children participate in it, and they stay longer under its facilities. The actualities of our American education far surpass anything Jefferson was able to envision for it, although he was an eager supporter of education.

In spite of these facts, criticism of our schools is everywhere. This criticism stems from three major sources. The first of these sources concerns itself very little with process or organization. Criticism is directed at the product, the young people whom they employ. These young people, say the critics, lack common skills, such as spelling and arithmetic. The skills in which this generation excels seem not to be valued by these critics. These skills are considered "natural ability" and thus are not counted as academically secured.

A second critical group stems from the profession itself. It often includes persons who have been teachers for a long time. From these we would expect a fuller perspective and some evidence that they could see the whole picture. These critics have gathered into a single stream all the frustrations they have experienced and projected it upon their pupils. "Children aren't what they used to be," they say. This generation, one gathers, is a bad lot! To be sure they are not, nor do their critics go or do or be as they did thirty years ago. Life today is lived quite differently. Hard work and good craftsmanship, virtues so highly valued by our forebears are no longer appearing in their earlier guise. A push button world finds them irrelevant. "Ditchdigger" was once a label for people of weak heads and strong backs with which we sought to scare slow pupils. Now the ditchdigger is not even a living creature. It is a machine skillfully engineered and driven by a skilled workman who pushes buttons and pulls levers.

The third and perhaps the most numerous group of critics is composed of younger as well as older members of the profession. They are critical in the same sense as the other groups. These critics find many faults in our schools. They do not charge these faults to the learners. They trace them to their own ignorances concerning the nature of human nature, how it lives and learns. They know that we do not know enough. They recognize, too, the great lag between the time when new truths are uncovered in the laboratories, and the time when these truths are incorporated in our educational practice.

This group, to which the author gives allegiance, does not find fault as do the other two groups. Its criticism goes deeper. This group does not find it necessary to project fictitious negations upon the learners to protect itself. This group has learned to look at its own performance without taking fright at what it may see. Its members exert themselves to replace their ignorance with knowledge.

*MARIE I. RASEY is professor of educational psychology at Wayne State University, Detroit, Michigan, and director of Rayswift Gables Home for Exceptional Children, Richmond, Michigan.*

It is from this group, and particularly from its younger members, that we must expect leadership as we move into the future.

The truths with which our laboratories provide us are of two different kinds. The one variety may add some new detail, some greater refinement of the central concept with which we may be already familiar and accustomed to use. The added matters improve and amplify the main concept. They make for greater exactness. They do not alter the central concept.

Sometimes these answers are of such type that they challenge areas and aspects which are central to theory. Basic concepts, which have been held, through their antiquity, to be axiomatic, in the light of modern science may be revealed as not even truths. These old concepts must be relegated to the scrap heap. They are non-additive. They are disruptive. Whole areas of life have to be rethought. The ramifications are legion.

## Concepts—and What They Imply

This type of finding has characterized recent studies. We are in slow process of acknowledging these disturbing new truths and making the consequent reorganizations. It is part of our imme-

diate yesterdays and involves our immediate tomorrows. Once these applications begin to be made, visible difference will be in evidence. The schoolroom will not look the same. The equipment will be of another sort. The activity which to some extent is replacing inactivity, and will continue to do so, will play havoc with the dead quiet of the old time school. The stir of life will replace the quiet of death. The teacher will be different, too. He will require competence in some quite different areas. His superiors will appraise him with quite different measures. These things have to be different, because the habitat for learning, together with the persons who partially compose it, have to contribute to different purposes and have to be consonant with such truths as are here stated, as well as with many others.

1. Every individual has to do his own learning. No one can do it for him.

This fact invalidates our concept of "imparting knowledge" by word of mouth or by the printed words, which have a useful function but not that of transference.

2. The sequences in the learning process which the learner has to do for himself are a parallel process to the selection, ingestion, rejection sequences on the physical levels. As there must be available air, water and food on other levels, on the mental level there must be problems to solve—things to think about.

The nature of this process invalidates our procedure of teacher-selected tasks, assignments, etc. It requires in the place of this, a learning habitat replete with items and facilities from which the learner can select, intake and reject.

3. Freedom to select must be afforded in terms of time, space, purpose, and achievement.

This fact invalidates the teacher-organized pattern of everyone-at-the-same-time, to the same extent. It requires facility for the learner to organize for himself, goal, procedure, achievement.

4. The dynamic of the learner-coming-to-know, is a movement out from self into externality, multidimensionally. As competencies increase, the periphery is extended into ever-widening areas. As capillary attraction draws ever farther from a central saturation, the questing of the learner moves outward. In the learning process there is also a return drawing from externality into internality.

This fact invalidates the concept of "bodies of knowledge," arranged in a "curriculum" of certain subjects in certain sequences. It calls for easy accessibility of knowledge and the tools of investigation, with freedom to acquaint the self with as much area as he cares to "contain."

5. Mankind is characterized by his necessity to think, to find needs and desires and to contrive fulfillments of these.

This fact invalidates our practices of providing answers ready-made, and achieved by others. It requires facilities and freedom to discover and rediscover answers. It indicates techniques and practice in problem solving rather than the solutions to problems. The life which he is and lives moves upon new levels. The problems involved in his being and doing must also present themselves on the new level.

This fact invalidates much of the knowledge and skill which have been seen as goals and values. It demands new skills, and new items of knowledge. Two generations ago our forebears were pioneers on plains or in forests. Logs or sod were at hand at the locale of the need. Strong backs and arms furnished the energy required. Each man did his own

work. He had little need for skills in interpersonal relationships. This generation has its shelter needs, but the means for fulfillment of the need is not at the place of the need. The prospective householder uses no muscles but his tongue. The fulfillment of his need is partially met in the heads of the financier, the realtor and the builder.

The knowledge items involved are also different. "He doesn't know Scylla and Charybdis," the Latin teacher says. "And she doesn't know superheterodyne," the science teacher counters.

6. The school of tomorrow will need to provide facilities for better knowing and understanding of the peoples of the world.

This fact invalidates the narrow withholding policy we have long held in relation to people who speak or eat differently from us. It demands a wide policy of interchange of students, teachers, professional people; different attitudes toward all members of the human species; a greater familiarity with diverse languages and customs.

7. The schools of tomorrow will need to provide facilities for the experiencing of deep feelings to fortify our youth against frustration, hopelessness, and intensive anxiety. The change in locale of solutions to our problems and our ineptitude with new techniques of living, all increase the hazard of mental breakdown.

This fact invalidates our practice of repressing feeling, and decrying emotion while the processes of reason and logic are glorified. Some cold reason will need to be traded for some warm feeling if we are to safeguard our major claim to humanity. We shall need to work at the task. We must not "lose our minds," which is actually losing our human uniqueness. It is from deep feeling rather than exact logical reasoning that we derive our commitments to purposes and our dedication to causes.

These few items which have been discussed above are selected from the many. When a basic concept changes, a whole great bulk of concomitants changes in accord with the major change. The prescriptions are easily written. It is more difficult to fill them, for much more painstaking research will be required before we know to what they shall be changed, and how. Where teachers have undertaken to apply these principles under observable conditions, the positive results are surprising. They resemble those earlier wholesale changes, which took place in other disciplines when central concepts which had been mistaken, were laid down, and others were taken in their place — the four elements which gave place to the periodic table; the concept of an earth-centered universe which gave place to the concept of solar system. There is a brave new world in the making, and a fine new order of human kind evolving. The children of God must one day grow up and be at least helpful adolescents and finally dedicated co-creators.

MANUEL BARKAN

# Learning To Live in the Foreseeable Future

**"Education for the foreseeable future must be guided simultaneously by two landmarks (a) our keenest insight into the problems of contemporary life with their implications for the future, and (b) our finest ideals and aspirations as to what it means to be a man and to live."**

IT IS startling to speculate on the fact that most of the children in today's elementary schools will live through the first quarter of the twenty-first century. What problems of life will these children encounter? What will they need to know? How will they have to manage their lives? What kind of persons will they need to become?

Such are some of the fundamental questions to which we must direct attention in thinking about "Education for the Foreseeable Future." Indeed these are the very questions which concern us in education today. But answering them means to predict the problems of the future at a time when we ourselves are keenly aware of the accelerated changes in our own life's problems during the past half century.

Because we have not been too successful in meeting the immense changes in our own problems of living, we *could* choose to educate our children for practical living in an unpredictable world—to acquire basic skills, to learn to adjust, to accept uncertainties, and to deal with emerging problems. I would contend, however, that such an educational goal is limited and inadequate. In fact, it fails to recognize the requirements of life in the foreseeable future. Such a goal is dangerous because it is expedient. It lacks direction and ultimately becomes devoid of positive purpose. Furthermore, it is contrary to our finest traditions.

Education for the foreseeable future must be guided simultaneously by two landmarks: (a) our keenest insight into the problems of contemporary life with their implications for the future, and (b) our finest ideals and aspirations as to what it means to be a man and to live. Insight into the problems of contemporary life is the reality framework in which education must be conceived; ideals and aspirations are the potentialities we envisage for building a life out of the problems we encounter.

The foreseeable future will be the age of organization, automation and the atom. Tomorrow's education will be the product of our current aspirations as to the life our children can build for themselves in this age. These aspirations will guide us in organizing our schools and in selecting curriculum content. ". . . any content selected . . . for the curriculum amounts to an assertion about the nature of man. By what we encourage children

to do and to avoid, we guide them toward what we think they ought to become."[1] The education we provide for the future is the expression of our courage and our faith in our children and the kinds of persons they can become.

## Implications of Contemporary Problems

Our most critical problems stem from difficulties encountered in the growing complexity, increasing instability and depersonalization of contemporary life. Today's paramount need is for the recovery of distinctively human qualities of life—the feelings of the individual and his capacities for self-fulfillment. Today our capacities to control the physical environment are outstripping our ability to manage ourselves.

During our own lifetime we have witnessed the growth in the staggering productivity of American industrial genius fed by research in the physical sciences —the miracle of electric and petroleum energy is about to be overtaken by the magic of the atom; electronic automation masterminds complex sequences in production routine; the fruits of nature are being supplanted by the magic of synthetic composition in the laboratory; scarcity of goods has been turned into abundance and surplus; money is plentiful; work is easier and much less time consuming; and the average life span has been vastly increased.

Our generation has also witnessed great advances in the social arena. While we reward individual ingenuity, we have learned to recognize the importance of minimal human needs in a plentiful economy. Within the past generation, far sighted social legislation has become axiomatic in American life. In these very days we are slowly but determinedly erasing those customs which have segregated a large segment of our population to the status of second class citizenship. We have even made progress in international affairs. Although we still face terrible hazards because our actions are often awkward and unproductive, most of us have grown to understand that as a nation we must fulfill our responsibilities in the shrinking space of the world.

We are paying a heavy price, however, for the progress made at the expense of new and unsolved problems which are growing in intensity. It is small wonder that we are experiencing a national restlessness and dissatisfaction—a feeling of void and an increasing need to pay attention to human values.

The accumulation of knowledge, the creation of worldly goods and the readjustments in family and communal living have "pulled the rug" from under our legacy of 19th century modes of thought and conceptions of life and education. A good deal of our material progress has come through the deliberate obsolescence of still useable material goods by supplanting them with somewhat newer fashions. As a people, we have been quick to accept changes in the fashion of material goods. We have been willing to verbalize traditional values although our mode of living has grown increasingly contradictory to them. We have not paid sufficient attention to the need for reconstituting our value systems to harness our changing way of life into harmony with our finest traditions.

The obsolescence of material goods such as washing machines, refrigerators, automobiles and Christian Dior's latest

[1] Arthur W. Foshay, "Choice of Content," *Educational Leadership*, March 1956, p. 341.

***MANUEL BARKAN** is professor, Art Education, School of Fine and Applied Arts, The Ohio State University, Columbus.*

fashions may serve some limited purpose. The uprooting of values, however, is traumatic. Value changes develop slowly, fitfully and often painfully. We grow out of them as we simultaneously grow into them. We certainly do not just discard them onto the outmoded junk heap, even if we would sometimes like to do so. And when we allow circumstances to urge us to discard cherished values before we have paid attention to their reconstitution, we find it difficult to maintain our sanity and our self respect. Learning to develop an awareness of self and a devotion to what we believe in is, therefore, the critical problem for education in the future.

Material accomplishments are the fruits of efficient industry, but industry has also created an "organization man." Work has become depersonalized and routine at all levels, to the extent that standardization and conformity have permeated our lives. Too often, it has become dishonorable to doubt and wonder. The stereotype has become more respectable than the unique. Unconventional thoughts elicit a fear of the unknown rather than excitement in their adventure.

Industry itself has begun to recognize the pitfalls of its own creation. Witness the recent interest in "brainstorming" and creative thinking: ". . . most executives are worried about their lack of contact with art, letters and ideas; they will plunge into such matters with the same gusto they show in business, if they get the chance to do so without embarrassment."[2]

An efficiently routinized job limits a man's scope, his capacity for choice and his freedom to be himself. "If . . . people are not free to control their working actions they, in time, habitually submit to the orders of others and, insofar as they try to act freely, do so in other spheres. . . . If their way of earning a living does not infuse their mode of living, they try to build a real life outside their work. Work becomes a sacrifice of time, necessary to building a life outside of it."[3] When people have resources to build a life of positive involvement they will do so. Lacking these resources they often succumb to involvement in personal and social negative living.

Earning a living is work to a man, and learning in school is work to a child. When learning in school does not infuse a child's mode of living he too builds a life outside of his work. When schools fail to create resources for positive involvement, children succumb to avenues for negative involvement.

In our way of life and in the process of education itself, we have drifted into a limited conception of practicality. In our drive to be scientific and objective we tend to recognize as practical only those things that are directly observable and physically useful. Even in education have we underemphasized the extremely practical dimensions of human aspirations and inner well-being. To this extent mechanization has overtaken the educational process itself.

If we can muster the wisdom to survive some of the international hazards we now face, and are able to enjoy the even greater bounty which the future holds in store, we will witness an intensification of some of the very problems that now baffle us. Our present difficulties in comprehending mounting complexities will become more apparent; earning a living will continue to be a routinized task; and people will grow

[2] "Adventure at Aspen," *Time*, July 15, 1957, p. 88.

[3] C. Wright Mills, *White Collar*, New York: Oxford University Press, 1951, p. 59.

more strongly dependent on their own inner resources to create a good life for themselves.

## Our Ideals and Aspirations

To meet the challenge of the foreseeable future we must rekindle our faith in the human spirit and the essential freedom than can nurture it. We need to look to our tradition to refresh some of our finest ideals in order to reconstitute them into moving forces in contemporary American life and education. These need to be taken out of their verbal past and infused into our life stream through the ways we organize our schools and the ways we teach our children. Education for tomorrow must create conditions for learning in which the human spirit will be nourished and given sufficient centrality and strength. This will take the most creative ingenuity, faith and courage we can muster because the very power, wealth, abundance and complexity of the atomic age may operate against the goal to which we must aspire.

Education for tomorrow will have to interweave the nurturing of scientific intelligence, practical know-how and artistic sensitivity. A good school will provide the sympathetic climate for encouraging children to live in the spirit of the humanities in order to handle themselves amidst the many incomprehensible complexities of an atomic age. Learning to live in the foreseeable future will pay attention to the building of inner resources for positive involvement both in work and in life. The overarching task for all areas of instruction and at all levels will be to teach children how to strengthen their inner capacities in order to learn how to live a creative life.

To live creatively is to feel secure enough to be able to exercise control, while at the same time experiencing the unpredictable risks of venturing into the drama of the "unknown." It involves sympathetic identification with others accompanied by sensitive detachment. It means discipline and organization guided by humane purpose. It means willingly accepting one's own stake in the experience at hand so that the things one feels, thinks and does assume importance and count. It means being open and receptive to the quality of events that emerge in an experience with awareness of the relationships and direction of the experience. It means having the capacity to sense the logic inherent in the particular experience in order to avoid distorting its intrinsic character. It means giving oneself wholeheartedly to an experience so as to find oneself in the experience. Living creatively is living openly toward oneself and toward others. It is dedication, the reverse of "playing it safe and cool."

There are potentialities for creative living in all areas of human experience. Different individuals may operate more freely in some areas than in others, but some areas of experience, because of their inherent nature, may offer more extensive possibilities. One important criterion for the creative potential of an experience is the relationship between the intrinsic and instrumental values it offers. Experiences of greater intrinsic value offer greater potential for creative involvement, because a greater degree of fulfillment is derived from the experience itself. Conversely, experiences of greater instrumental value offer lesser potential for creative involvement, because the satisfactions are extrinsic to the nature of the experience itself. A person obviously feels more secure and willing to give himself to an intrinsically fulfilling experience than he is to an instrumental experience.

Most human experiences, however, can be directed more heavily toward either intrinsic or instrumental values *depending upon the way we learn to act in the particular experience.* I would contend, however, that the arts present one of the cleanest unfettered forms of experience in which the moving spirit is the man, his insight, and his awareness of himself. For this reason, the arts offer one of the most potent avenues for learning how to live creatively. If education for the foreseeable future is to meet its challenge, we need to reconstruct our conceptions about the relative worth of different school activities. We need to reallocate the time we consider valuable to devote to different experiences. We need to encourage each form of experience to make its unique contribution to children's learning. To a considerable degree, we need to re-educate ourselves to allow children to interplay with different modes of experience without prejudice and distortion.

Learning to live in the foreseeable future will not be easy, and the educational task is not simple. Our own best efforts may fall short of the goal to which we must aspire. It surely would not be a new experience in contemporary life for us to approach this task with too little and too late. Should tomorrow's education fail to engender the necessary creative self-awareness, the abundance of the atomic age might create its own form of boredom. And boredom is difficult to tolerate because it is the ultimate nature of man to seek value and meaning in life. Intolerable boredom might itself stimulate a quest for insight and self-worth. We dare not leave this to chance, for suffering would surely accompany it. Our educational responsibility is to use our wisdom and our ingenuity to create the education that tomorrow requires.


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# The Importance of People

Column Editor: Richard L. Henderson

## A Council at War

IT'S GOOD to be back.

Last year we went on record as supporting the idea that this column ought to be a kind of battleground for divergent points of view. We wanted reader reactions, violent if necessary. We prefer being shouted about to being tolerated, or ignored.

So we opened with a couple of earnest salvos about creativity and about the liberal arts college in America. And we got some reactions. Two, altogether. Professor Dimond of Michigan pleaded for a return of the lighter tone which originally characterized this column, and sent us some pleasant but penetrating verse by Helen Schabbel. So we went along with the idea and presented some casual but solid advice on the teaching of speech and group leadership respectively.

Then Bill Weichert of the Oakland Public Schools took a challenging interest in our opening shots against the liberal arts; so we sized him up as preferring the artillery, and leveled another barrage in the shape of "A Case Reopened."

Now we're back on the old grounds, still with that inexplicable urge to reload the cannon, an urge we find irresistible. So we've asked some of our colleagues a question, and plan to use their replies in this column. The question is, "What in the area of Education burns you up?" If we know our friends, the fireworks will be worth waiting for. Jim Brown, once a staff-mate of ours in Montana, now Professor of English at North Texas State, is one. Jim didn't bother to write his acceptance of our offer to answer the question. He wired. Collect. All of Education burns Jim up.

Arthur Bestor, the historian, is another. Arthur claims us only as friend-in-law, however, and has gotten as far away from us as he could by going to Oxford to lecture on his specialty. And before he left, he underscored the purely legal aspects of our relationship by accepting the presidency of the young but highly opinionated Council for Basic Education. And this prompts us to pluck the lanyard.

The apparent aim of the Council is to combat the insidious growth of the "nonessentials" in Education, to utterly destroy any and all "Educationists," and to persuade the public that the only road to educational salvation is that which leads to the "fundamentals," the three R's, the liberal arts, the classics, to concern with the development of the pure intellect; in short, to anything so long as it's non-Progressive.

The Council doesn't give the slightest hint as to how we are to go about this business. It doesn't face the vital question of whether there are any relationships between "intellectual" development and growth of moral and ethical behavior. It doesn't bother with any of the usual formalities of scholarly attack on its victims, even though it waves vigorously the banner of scholarly (intellectual) pursuits. It simply wants to wipe out "progressive" education, and is hap-

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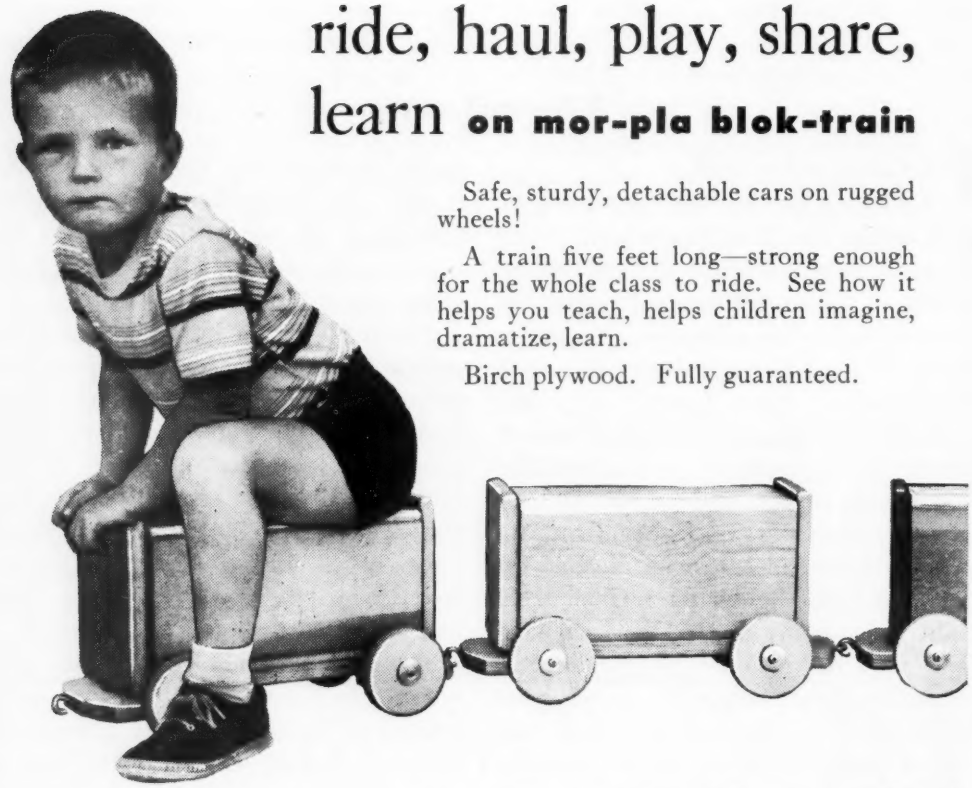

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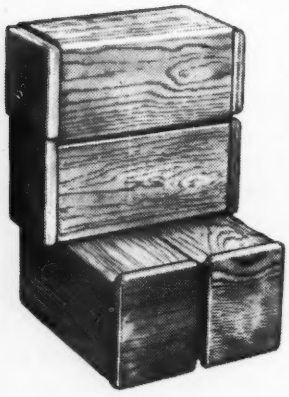

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pily and ignorantly lambasting everybody who gets in the way.

Its organ is a monthly *Bulletin* packed with ends and odds about "professional education," out-of-context "proof" of educational atrocities, scathing criticisms of progressive methods, news about off-beat educational activities around the nation, descriptions of "fine" (Basic) programs in action, précis of newspaper and magazine articles supporting the Basic idea, and witty but nihilistic little needlings that touch us to our un-Basic quick. You can become a party to "L'Affaire Basique" by asking the Council for the *Bulletin*. It costs nothing, and is worth much more.

In case you have been in Europe, the Council is a non-profit corporation, underwritten to the melody of $114,000 by a foundation which pleases to remain anonymous. Its hearquarters are in the Union Trust Building in Washington, and its executive secretary is Dr. Harold Clapp, of Grinnell College. Among its directors are Harry Fuller, botanist, of *The Emperor's New Clothes* fame; and the undiminished Mortimer Smith. Knowing how these folks feel about "professional" education, we are vibrant with curiosity over the absence from the list of the names of Robert Hutchins and Albert Lynd, for two. And we are quite frenetic to know the name of the corporation which thinks American education is so un-Basic that it is willing to risk one hundred and fourteen thousand dollars to restore it.

Now Councils like this do not burn us up. They sadden us, and hurt a little. Somehow, we get the feeling that these guys aren't really anxious to do anything about the sad state of Education. We'd like to think that they are, honest Injun, because we need help. But it appears to us that people who want truly to make a sad state better don't go about their business in the way the Council goes about its business.

For instance, why set up an opposing camp in the form of an anonymously-supported corporation? Why not simply walk, white-flagged and penniless, into the stronghold of the enemy, most of whom are not nearly so stupid, defensive and unwilling to join forces as the Council says they are. Why not come bearing gifts? Cups of coffee, maybe, over which understandings and a common attack on the real enemy can germinate.

Again, if a fellow is serious about improving the aberrant behavior of a coworker, does he begin by tongue-lashing him? Or by oversimplifying the whole matter? Or by suggesting medication without knowing the nature of his disorder? Or by collecting all the atypical samples of his behavior and presenting them as a description of his normal way of life? And does he distort samples for dramatic effect, believing that the end justifies any means? Is this the way of the healer?

It's the way of the CBE. For example, the editor of the *Bulletin* (July 1957, page 6) has this to say in his review of Michaelis's new edition of *Social Studies for Children in a Democracy:* "Mr. Michaelis surveys and classifies the 'types of programs and approaches' in a way that *makes it possible for him to dismiss textbooks, subject-matter,* and 'teacher-directed' activities." (The italics are ours.)

Now if you really swallowed what this reviewer says, you'd believe that Michaelis was advocating "dismissing" subject matter and textbooks, wouldn't you? And if this reviewer happened to be a respected member of a highly respected profession, and a whilom mem-

*(Continued on page 36)*

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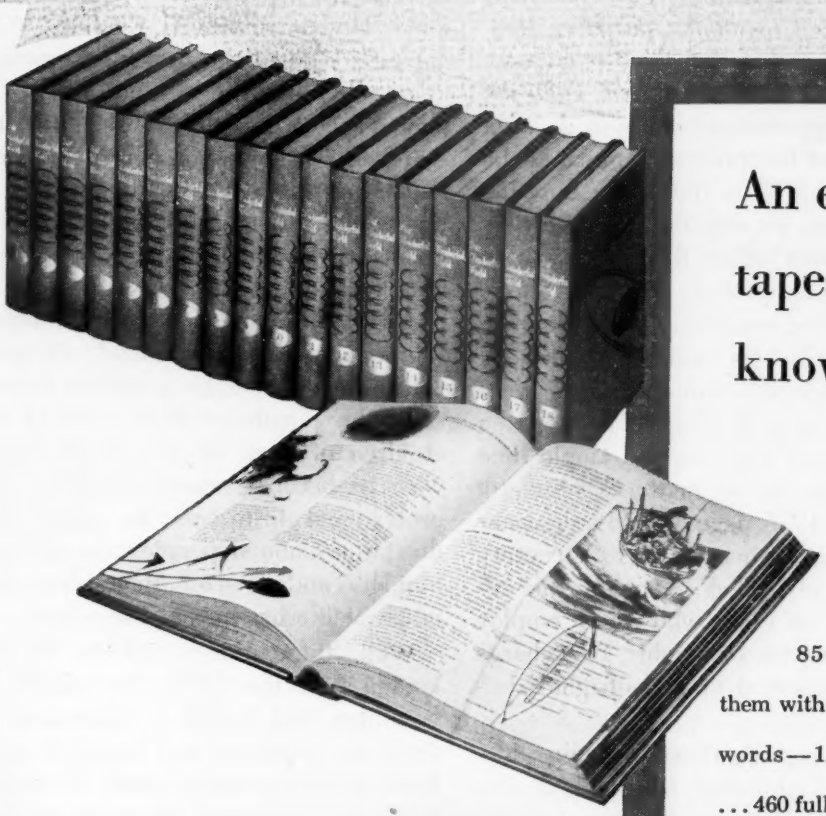

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(Continued from page 33)

ber of the academic staff of a highly respected college, you'd be even more inclined to swallow what he says, wouldn't you? All right. Let's look at the book under review, and just for fun *check* what Michaelis is "dismissing."

Michaelis says, on page 37 of his new book, "Although the foregoing approaches are inadequate for *defining the scope* of the social studies, this fact *does not mean that textbooks, purposes, generalizations, and studies of other cultures have no place in the program. They do,* but other approaches for use in *defining the scope* of the program appear to be more useful." (The italics are ours.)

Gentlemen, we consider such a review to be nothing other than a miserable fraud. And we protest.

For another instance: "We have even heard of teachers college courses in which prospective administrators were warned to avoid, if possible, having men on The Board who can find ample time to devote to school matters." (*Bulletin* #11, June 1957, page 4.) Do any of our readers know where such 19th century ideas are advocated today, or the addresses of any idiots who would employ an administrator so taught? This charge is either distorted or an outright fabrication.

And, ". . . vocational training, 'life-adjustment' education, the study of contemporary problems, a concern with immediate everyday experience—these elements, in combination, would constitute an ideal scheme of education *for a static world.*" (*Bulletin* #9, April 1957, page 1.) Would they now, really and truly? Have the Council boys never read the findings of 75 years of psychological research on "meaning"? And despising vocational education as they do, how do they feel about their vaunted American liberal arts college, which even so respectable a Basic as James Bryant Conant calls "vocational," in the sense that the majority of its graduates go either into the learned professions or into the managerial positions in business? Class vocational education, but vocational nonetheless.

One such tactic would be enough, but the *Bulletin* is loaded with them. If the Council boys are really serious, why don't they do some investigating? Why don't they go to the respected psychologist and discover straight from the horse's mouth some of the definitive research on learning upon which educators depend as they develop curriculum content and method? And while they are about it, why not go as well to the sociologist, the anthropologist, the biologist, the physiologist, from all of whom the "educator" takes counsel? Or even to the historian, if he is willing to concede the possibility that some of the children of some of the people might wish to become something other than professional historians. In short, why don't the Council people take off their blinders and see for themselves how much of life has passed them by?

Well, these things sadden us. We know, with the CBE, that there are windbags and frauds in Education, as there are windbags and frauds in every field, including that of Basic Education. We know that there are many teachers poorly equipped personally and professionally for work with children. We know that there are undergraduate and graduate programs in teacher education that need overhauling. We know that there are too many school districts struggling along with incompetent administrators, educationally myopic trustees, inadequate buildings, crowded classrooms, pathetic supplies of teaching

materials and books. We know these things and we are doing our best to remedy them.

We need help to launch a combined attack on these fundamental weaknesses. We need the kind of help that comes from an honest-to-God effort to find out what we're trying to do, what we're faced with, and how we are proposing to go about our job.

So W. W. Brickman, in *School and Society*, cries, "The interest and criticism of Dr. Bestor and his colleagues are welcome. But let it be in a spirit akin to that of the Essentialists. . . . Education needs all the help it can get. To show that it has any reason for existence at all, the Council for Basic Education should go about its function with objectivity, fairness, and understanding. To denounce without adequate discrimination is to throw a monkey-wrench into the educational works."

As educationalists, we are really neither vicious, simple, nor subversive. We do want the best for our children. As "practical" as we may be, we do have valid and basic concepts upon which we are attempting to build a more effective educational program — concepts which we didn't make up out of thin educationist air, either, but concepts which come straight from the scholar. Not from the scholastic, the schoolman, but from the modern social scientist who appears to have a measure of recognition even from the Essentialists.

So we ask again for help, and we ask humbly. But we don't think the Council is going to spare any: It is having too much fun making like Defenders of the Faith against the Barbarian Horde. The Council doesn't really want to help.

—Richard L. Henderson, *professor of education, Agnes Scott College and Emory University, Atlanta, Georgia.*


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# Curriculum Research

Column Editor: Alexander Frazier

## New Horizons for Field Research

ONE OF THE major undertakings of the Research Commission of ASCD for the coming year is to investigate for their curriculum implications some newly defined centers of concern in the related disciplines. These centers have been roughly identified by the Commission as follows:

*Learning and the Learner.* From many fields come new concepts of what bears on, facilitates, or interferes with learning. Class cultural patterns, emotional experience, sex roles and expectations—a study of these areas is giving us many new partial understandings of the broader context of learning that needs to be considered. Bringing these together and testing them out in school situations should be productive. Related school problems: study of school leaving, discipline, failure to learn, methods of stimulating desire to learn, etc.

*Culture and Personality.* There is growing recognition in several fields of a need for better understanding of the impact of modern society on personality. As the demands and conditions of our increasingly complex industrial-scientific culture, with its strong tendencies toward conformity and impersonality, are studied, they are seen to come in conflict with what we think of as the essentials of human nature. To what extent are the new social developments destructive of the democratic character as we have tried to conceive it? Is our current culture promoting its own types of personality in terms that we cannot accept? What is the role of the school? How can we bolster the rights of the individual?

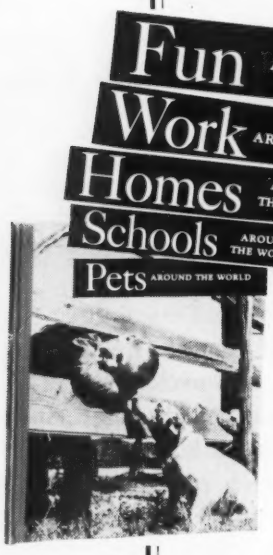
*The Self-Concept.* Educability depends on the self-image. The growing study of the need for development of an adequate self-concept, drawing upon many fields related to human behavior, seems to have much of importance to say to education. What kind of experiences support the child in his attempt to become a worthy person? What interferes with this attempt?

*Administrative-Supervisory Structure.* The bearing of certain types of school structure upon the kind of relationships needed to facilitate effective curriculum development at the local level is being studied from several viewpoints. Pulling the new findings together would help people in education broaden their understanding of the area.

*Theory Building.* Many developments taking place in the natural sciences seem to be relevant to the problem of shaping a more adequate system of theory building in curriculum.

*New Knowledge.* The rapid development of knowledge in many related sciences is providing numerous new concepts, understandings, and values. Which of these are worthy of inclusion in the curriculum of the modern school? How can we keep abreast of current thought? How are the new needs to be determined?

Members of the Research Commission believe that a review of the recent find-

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ings around these centers of concern, pointed up for their educational implications, will do much to stimulate the Association membership to look to new horizons in field research.

Consequently, this year each succeeding issue of "Curriculum Research" will contain a preliminary analysis of one of the six centers, prepared by a member, past or present, of the Research Commission.

Plans are also being made to use these statements as a basis for some sort of further "think-through," perhaps built into the Seattle conference, that would result in their fuller development. Eventually, if they warrant it, the Commission might propose the issuance of the expanded statements as an Association bulletin.

Behind our thinking lies the conviction that the ASCD membership is increasingly concerned about other values of research than those inherent in the process. Publication of the 1957 Yearbook, *Research for Curriculum Improvement,* seems to mark a climax in the Association's long and rewarding effort at self-education in research techniques and roles. With growing frequency, there are expressions from the field that reveal personal and professional commitment to action research as a way of working — but that then ask, "Research on what? Toward what ends?"

It is this note or tone of inquiry that contributors to "Curriculum Research" will have in mind in the issues of this column that will follow.

—ALEXANDER FRAZIER, *assistant superintendent for educational services, Phoenix Union High Schools and Phoenix College District, Phoenix, Arizona; and chairman, ASCD Research Commission.*

# Curriculum Bulletins

Column Editor: A. Harry Passow
Associate Professor of Education
Teachers College, Columbia University
New York 27, New York

REGULAR readers of this department will note that, with this issue, its name has been altered. For several years —the last two under the able editorship of Profesor Galen Saylor—these columns have included news about persons and events in curriculum development as well as reviews of bulletins and guides. Hereafter, news items will be reported elsewhere and the focus here will be on reviews of curriculum materials exclusively.

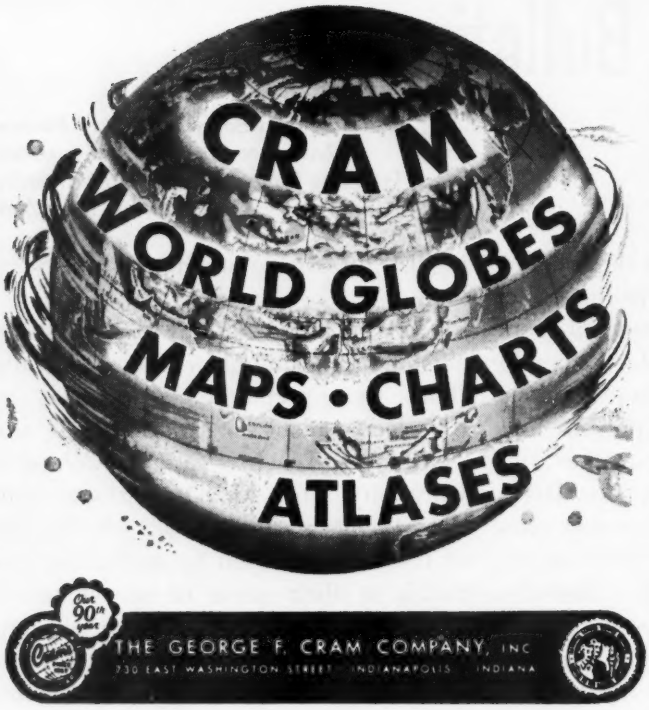
In addition to the reviews in EDUCATIONAL LEADERSHIP, ASCD intermittently has published lists of outstanding materials. Unlike this column, which offered descriptive and evaluative comments, the lists of selected items were bibliographic. The new version of this column will be designed, it is hoped, as a two-in-one model—crystallizing the Publications Committee's desire to combine the best features of the column with those of the periodic lists. One possibility being explored is that of incorporating the columns into a booklet. Readers are invited to share their ideas on making the regular column and the periodic listings more functional.

ASCD members, other readers of EDUCATIONAL LEADERSHIP, and co-workers are urged to send all kinds of curriculum materials (bulletins, guides, courses of study, syllabi, resource units, manuals, newsletters, and similar items) to the editor of this column so that they can be shared with others in the field of curriculum and teaching. The column editor will appreciate your adding his name to mailing lists for curriculum materials of every kind.

The last three editions of the lists of outstanding materials (1948, 1951, and 1955) were prepared cooperatively by the Department of Curriculum and Teaching at Teachers College, Columbia University, and ASCD. Various other departments within the college's Division of Instruction helped by evaluating materials in their areas of specialization. Essentially the same procedure will now be followed in the preparation of these columns. Teachers College staff members will cooperate in reviewing publications in areas in which they have special competence. As in the past, the materials evaluated will then be placed in the Curriculum Laboratory so that students, staff members, and others may have access to them for further study.

In judging which of the 1150 items submitted were to be included in the 1955 edition, the Planning Committee used a set of criteria which it had developed, titled "Guidelines for Evaluating Curriculum Materials." Choosing publications on the basis of these guides, the committee finally selected 283 items. The six major criteria still seem sound and will continue to be used in evaluating materials for these columns. The criteria[1] are as follows:

[1] For complete listing of specifics under each of these six criteria, see *List of Outstanding Curriculum Materials 1951-1954* (1955 Edition). Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1955. p. 7-8.

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1. Does the material reflect reliable scholarship in a given area?
2. Are high quality teaching-learning situations suggested?
3. Is there a highly useful section suggesting instructional materials and resources relevant to the area of concern?
4. Does the production scheme seem to be well conceived?
5. Is the material organized for easy and efficient use?
6. Is the format attractive and appealing?

The primary aim of producing curriculum materials locally is to help the professional staff improve the quality of its own instruction. Materials which meet the above criteria, however, usually have wider applicability. Even when the content seems to be so specific and parochial as to restrict more general use, materials may still have considerable illustrative value and may ring some bell of insight for individuals and groups in other systems.

## Local Periodicals Serve as Resources for Teaching

Many school systems issue regular newsletters to inform their professional staffs and others about personalities and events of interest. However, some systems have developed periodic magazines or bulletins as an important resource for teachers and other curriculum workers. The value of the local periodical is significant; such bulletins can sustain a teacher's creativity, provide timely help in planning, suggest resources at hand or easily secured, facilitate communications, and generally serve important functions not possible in more elaborate guides or manuals. These features of timeliness and flexibility make these materials particularly useful to classroom teachers. There follow some examples of periodicals designed primarily as resources rather than as public relations materials.

• *Curriculum and Materials* (edited by William H. Bristow, Curriculum Center, Board of Education of City of New York, 130 West 55th Street, New York 19, New York) is a 16-page bimonthly publication of the Curriculum Council and Division of Curriculum Development. Attractively designed and produced, each issue is built around a central theme which teachers can use in instructional planning. For example, the March-April 1957 issue contained a lead article on "The International Geophysical Year." Well written and illustrated, the article provides an informative and interesting account of what the IGY is about and why it is educationally important. Other articles deal with related topics such as "Education for the Air Age" and "Simple Experiments on Air and Flight." In addition to a special listing of films and film strips, each of the regular features (i.e., Materials and Aids, Museum Round-up, Magazine Rack, Around New York and Around the World) focuses on the number's theme as well as provides news of interest. Activities are suggested for varied subject areas and grade levels and teachers are directed to specific sources for further study. *Curriculum and Materials* is an outstanding example of a local periodical constructed as a stimulus for improved teaching.

• *Instruction News* (Division of Instructional Services, Denver Public Schools, 414 Fourteenth Street, Denver 2, Colorado) is far less elaborate than *Curriculum and Materials* but serves some of the same purposes. Issued about seven times a year, *Instruction News* reports "promising classroom practices, services and materials available to teachers, current events in the field of instruction, business of the committees on instruction." The system-wide committees


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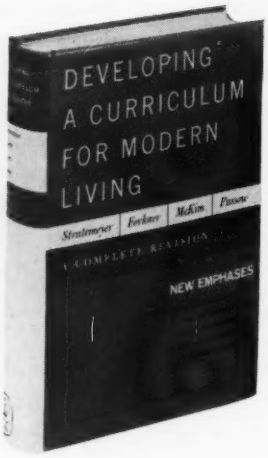


# DEVELOPING A CURRICULUM FOR MODERN LIVING

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*By* FLORENCE B. STRATEMEYER, HAMDEN L. FORKNER, MARGARET G. McKIM, A. HARRY PASSOW

A thorough revision, this new book focuses on building understandings, values, and skills by relating the daily situations children and youth face to persistent life situations—the recurring situations which are the constants in a changing world.

The revised edition incorporates suggestions from many users of the first edition—teachers and other curriculum planners who now use this curriculum approach, and college teachers who have adopted the book for undergraduate and graduate courses. The result is a new volume that has been expanded to include—

- **a discussion of the strengths and limitations of major current curriculum designs.**
- **consideration of the place of organized bodies of subject matter.**
- **specific suggestions for evaluating and reporting pupil progress.**
- **ways of using the proposed approach in schools now using more traditional curriculum designs.**
- **proposals for introducing and bringing about curriculum change.**

The outstanding features of the earlier edition have been improved through ten years of study and use. The detailed charts which illustrate typical ways children, youth, and adults face persistent life situations have been brought up-to-date and made even more explicit. Using specific examples of classroom practice, the authors show clearly how their approach to curriculum blends the concerns of learners with society's needs and values.

Curriculum development—based on an analysis of society and its values, and the implications from studies of children and youth and the learning process—is critically explored against the realities facing the school today.

*September 1957* *740 pp.* *Cloth $5.50*

*A publication of the Horace Mann-Lincoln Institute of School Experimentation*

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play significant roles in building the city's educational program. The *News* helps communicate the emphases in committee activities and keeps the staff informed of ongoing developments and resources. The items are concise and informative and the summaries direct readers to the work of specific groups. Through the *News,* teachers are alerted to the preparation and production of helpful curriculum materials.

• *Letter to Supervisors* (Bureau of Elementary School Supervision, The State Education Department, Albany 1, New York) is a 4-page multilithed monthly publication. In each number, a topic of interest to persons working in elementary education is presented, frequently with a backdrop of research findings. The *Letter* is prepared by an individual or a group of specialists from appropriate divisions of the State Education Department. A list of readings and of sources for materials is included. These brief "Letters" spotlight important topics and direct workers in schools around the state to further study. The April number dealt with "Developing Problem Solving Abilities"; the May issue with "Nutrition Education, a Bridge to Healthier Children."

### Local Journals Assist Instruction

Instead of the bulletin or newsletter format, some school systems use a magazine as a means of communicating ideas, practices, research findings, and events of importance to the local professional staff. Such publications are a forum for sharing the activities of teachers and other curriculum workers. Four examples of such journals are those produced by the Chicago, New York, Baltimore, and Pittsburgh schools.

• *Chicago Schools Journal* (edited

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**Childrens Press** Jackson & Racine, Chicago 7, Ill.

at Chicago Teachers College, 6800 Stewart Avenue, Chicago 21, Illinois) is published bimonthly for Chicago teachers. The range of major articles is illustrated by some of the titles in the May-June 1957 number: "What Is the Teacher For?" "Washington and Chicago Cooperate in Research," and "Counseling and Guidance in the Classroom." In addition to articles, regular features include "Tips for Teachers" written by classroom colleagues; "News in Education"; summaries of pertinent items from other "Periodicals"; lists of films, filmstrips and recordings in "New Teaching Aids"; and reviews of "Important New Books."

• *High Points* (Board of Education of the City of New York, 110 Livingston Street, Brooklyn 1, New York) is published monthly for teachers in the city's high schools. Its columns yield articles about issues in teaching in the secondary schools, reports of studies, descriptions of classroom procedures, and scholarly discussions of educational topics. Teaching resources in New York City are called to the attention of readers. Films which have teaching value and professional books are reviewed. In "Chalk Dust," teachers share teaching techniques.

• *Baltimore Bulletin of Education* (Bureau of Publications, 3 East 25th Street, Baltimore 18, Maryland) appears five times a year. Usually the articles which make up the magazine are clustered about a theme. The May number, for example, dealt with "What They Talked About at Recent Conventions." The bulk of the articles were texts of speeches made by staff members of the Baltimore schools at professional meetings around the country. Another recent number focused on adult education in the school system. When important conferences take place locally, the texts of major addresses are frequently published in the *Bulletin*. Except for a few references, there are no suggestions of instructional materials and resources.

• *Pittsburgh Schools* (Division of Curriculum Development and Research, 155 Administration Building, Board of Education, Pittsburgh, Pennsylvania) appears bimonthly. The three articles which comprised the May-June 1957 number were titled "Trends in Physical Education," "Understanding of Certain Social Science Concepts in Relation to Sociometric Status of Sixth-Grade Children," and "A Follow-up of Gifted Pupils from Two Elementary Schools." Like the *Baltimore Bulletin of Education*, this magazine contains only articles and does not catalogue teaching resources or similar aids. Both of these are, in many ways, comparable to the general educational journals, although the articles have local focus and interest.

The materials described briefly above exemplify curriculum publications of a periodical nature produced locally and intended to help upgrade the quality of instruction. All are attractively prepared, although the designs, in terms of format, type, paper, use of illustrations, and arrangement, vary considerably. Most of these publications give considerable attention to suggestions for learning activities and teaching resources. All differ from the curriculum guide or manual which—because of its method of preparation—is usually more detailed, comprehensive, and longer lasting. Systems might well consider the merits of a periodical which focuses on instructional improvement, especially those schools whose existing news bulletins might grow in this direction.

# Curriculum News

Column Editor: Robert S. Harnack
School of Education
University of Buffalo
Buffalo, New York

BECAUSE of the large stacks of news releases and reports that might be digested and published, editing an initial "Curriculum News" column for this journal makes a difficult task almost impossible. Although all items seem valuable for curriculum workers, most have to be set aside. However, we hope that those items chosen will have considerable interest and significance for our readers. Please note, however, that printed releases and reports, although efficient, do not contain the personal touch of a note or letter describing the curriculum news from the local community. If you have news to share with other curriculum workers, please send it along to the editor of this column.

• Curriculum workers now and in the foreseeable future show concern for improving science education programs in elementary and secondary schools. *Tomorrow's Scientist,* publication of the National Science Teachers Association (a department of the NEA) for junior and senior high school students, illustrates the excellent articles available about such a topic as the International Geophysical Year (IGY), an 18 month "year" which started July 1, 1957. More than 5000 scientists of some 58 nations will work together during IGY. Each nation taking part in the IGY has set up a national committee to design its own program. In the United States, the program has been set up under the guidance of the National Academy of Science, the leading scientific body of the United States. The U. S. committee's program includes projects in 13 areas. These areas are: Aurora and airglow, cosmic rays, geomagnetism, glaciology, gravity, the ionosphere, longitude and latitude determinations, meteorology, oceanography, seismology, solar activity, rocket and satellite studies of the upper atmosphere, and world days and communications.

• How effective is television as a teaching aid once its adaptability to the instructional program has been explored? This is the basic question that we hope will be answered in a nation-wide experiment in the use of television as an aid to classroom instruction. Milwaukee, Atlanta, Cincinnati, Detroit, Louisville, Miami, Oklahoma City, Philadelphia, Toledo, and Wichita are the large cities that will participate. The Milwaukee experiment will be limited to two subject areas in each of two senior and junior high schools and to two elementary schools. Subjects treated will probably be biology and American history in the senior high schools, general science and social studies in the junior high schools, and an integrated offering of science and social studies in the elementary schools, possibly at the fifth grade level. Milwaukee's Superintendent Harold S. Vincent indicated in a memorandum to the Board of School Directors, "It is apparent, of course, that a nation-wide experiment of this nature has great possibility. The schools and the public generally are entitled to have objective evidence as to the effectiveness of this new instrument

# young scott books

*New Books for Fall 1957*

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**MRS. DOODLEPUNK TRADES WORK**
*By Dorothy L. Dodworth*

Mrs. Doodlepunk, aged 7, and her neighbor, Mr. Frizzboy, aged 8, have words over which is the harder, man's work or woman's work. To settle the matter, they agree to trade work with hilarious and humbling results. Illustrated by the author.

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**SOMEBODY'S SLIPPERS, SOMEBODY'S SHOES**
*By Barbara Brenner*

Shoes utterly fascinate small children, and here is a whole book in lively verse about all the different kinds and their particular qualities – shiny party shoes; old scuffy everyday shoes; quick, quiet sneakers; slow, squelching boots. Illustrated by Leslie Jacobs.

**Ages 4-7** **40 pp.** **Picture Binding** **$2.50**

**A TREE FOR PHYLLIS AND ME**
*By Bobby Snow Boal*

Have you ever played house up in a tree? Or sent messages in a little box tied to a rope stretched between two pulleys? Do you remember making a tin-can telephone so you could "talk" to your friend? These and other important doings of childhood are the stuff of Mrs. Boal's entertaining story of the tree-climbing adventures of two best friends. Illustrated by the author.

**Ages 7-11** **48 pp.** **Picture Binding** **$2.50**

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as an aid to classroom instruction. If educational television can be used effectively in the teaching of larger groups, we should have unquestioned evidence of such fact. If it cannot be used, we should also have evidence of this fact." The Fund for the Advancement of Education will share costs with the local communities.

• A concern for professional education knowledge by personnel from another professional school was the topic for discussion at a conference this summer. The Project in Medical Education at the University of Buffalo, concerned with improving the teaching ability of medical professors, was discussed at the national meeting of the Cardiovascular Training Grant Coordinators at Sun Valley, Idaho, June 8 and 9. The project, financially assisted by the Commonwealth Fund, consists of a series of in-service seminars conducted throughout the year by personnel from the School of Education and Departments of Psychology and Sociology. University of Buffalo, School of Medicine instructors, as well as visiting staff members, study five areas: the teaching-learning process, the nature of the medical student, the evolution of higher education, evaluation, and communication and techniques of instruction.

• What could this mean for curriculum development and supervision? The March-April issue of the *NASSP Spotlight* reports on two-year junior high schools. Twenty-one percent of all junior high schools are two-year schools, they enroll over 350,000 pupils, they exist in 40 states, and there is little attention given the subject in professional literature or educational research. For twenty cents in stamps or coins a copy of a twenty page survey, "The Two-Year Junior High School," can be studied. Some pertinent facts: this is not a new development; 33 per cent were purposely planned; 60 per cent plan no change; main adverse criticism—loss of one-half of the student body each year and difficulty in achieving continuity and guidance and feeling of security of pupils within the two-year span.

• Probably all of us are accustomed to pictures of classrooms which show bolted-down desks in straight rows with children "reciting." Quite contrary to this concept was the picture story of "The Pupil's Role in Unit Development" in *Strengthening Democracy* (February 1957). This story showed a fifth-grade class in New York City taught by Edna Christie studying the topic, "How We Opened Up the Middle West." Unit teaching was emphasized. Twenty-three pictures, plus captions, illustrate the initiation of the unit, selection of the problem, research activity, pooling information, reporting, and culminating activities. This picture story was the second such article published. The first was printed two years earlier and dealt with, "The Teacher's Role in Unit Teaching."

• Reports about atomic energy from early publications such as the U. S. Department of State publication of 1946, "The International Control of Atomic Energy: Growth of a Policy," to the present cannot be ignored by people in education. Knowledge of this area will help keep up to date the resource units on this topic developed since 1945 as well as give indications of change in basic school objectives. A recent study issued by the National Planning Association indicates that while nuclear energy is likely to be a significant factor in longer term economic development, it is by no means a panacea for underdeveloped countries and is likely to have only limited and specialized application during the next 15 to 20 years.

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# *Notice of Proposed Amendment To ASCD Constitution*

In accordance with Article VII of the ASCD Constitution, the Executive Committee of the Association for Supervision and Curriculum Development, NEA, proposes the following amendment to the ASCD Constitution.

The purpose of the amendment is to provide for membership on the Board of Directors of the presidents of affiliated ASCD units.

Ballots will be sent to ASCD members on or before February 1, with the request that ballots be returned to ASCD headquarters by March 1. The amendment hereby proposed by the ASCD Executive Committee would alter the portion of the ASCD Constitution reproduced below. The Constitution in its entirety appears in the *1956-57 ASCD Handbook.*

## CONSTITUTION

PRESENTLY READS *(Italics, matter to be deleted)*

ARTICLE V—
THE BOARD OF DIRECTORS

Section 2. The Board of Directors shall consist of (1) twenty members elected at large who shall serve for a term of four years, five to be elected each year in such manner as the By-Laws may determine; (2) any members of the Executive Committee who are not otherwise members of the Board of Directors; (3) representatives of state and regional (covering several states) affiliated associations concerned with supervision and curriculum development, who shall serve the same length of term and with the same duties and privileges as the members at large *(except as state or regional associations may make provisions for their president or president-elect to automatically serve as one of their quota of representatives on the ASCD Board of Directors for the term of his state or regional association office),* representation to be on the basis of membership of local members in the national organization as follows:

one representative for less than 100 national members

PROPOSED NEW READING **(Bold type, matter to be added)**

ARTICLE V—
THE BOARD OF DIRECTORS

Section 2. The Board of Directors shall consist of (1) twenty members elected at large who shall serve for a term of four years, five to be elected each year in such manner as the By-Laws may determine; (2) any members of the Executive Committee who are not otherwise members of the Board of Directors; (3) **presidents of affiliated ASCD associations;** (4) representatives of state and regional (covering several states) affiliated associations concerned with supervision and curriculum development, who shall serve for the same length of term and with the same duties and privileges as the members at large, representation to be on the basis of membership of local members in the national organization as follows:

one representative for less than 100 national members

two representatives for 100 to 174 members

three representatives for 175 to 274 members

*(Continued on page 57)*

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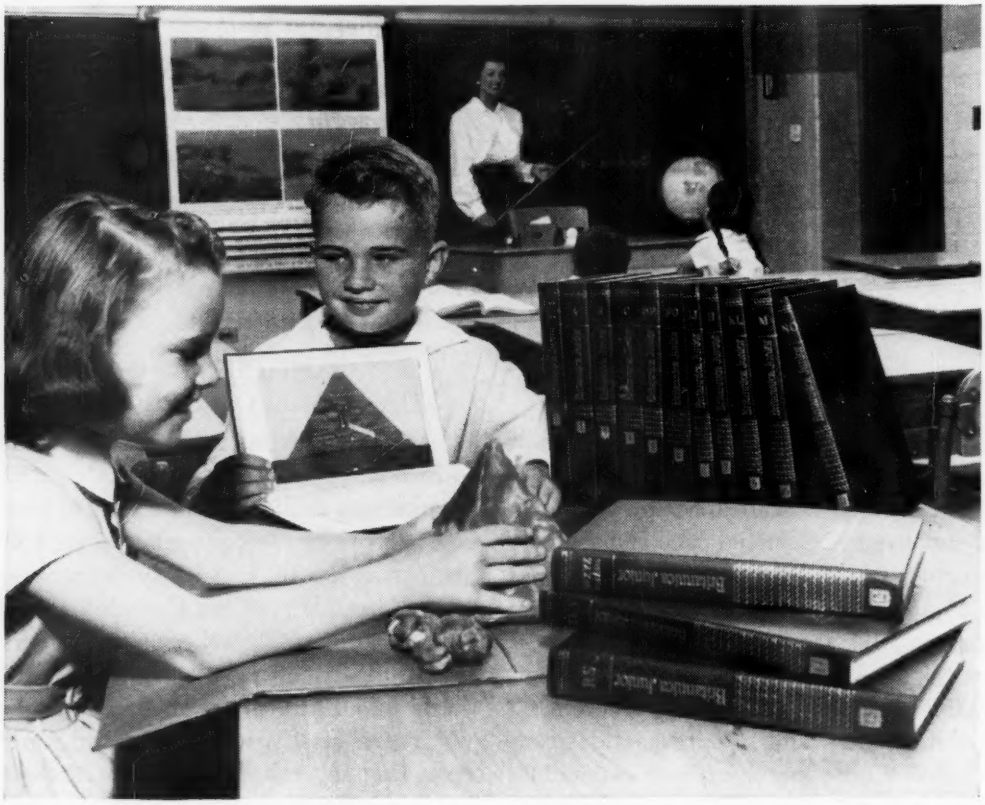

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# Letters to the Editor

## Random Lay Thoughts on Curriculum

St. Louis, Missouri
May 1, 1957

Editor, *Educational Leadership*
Dear Sir:

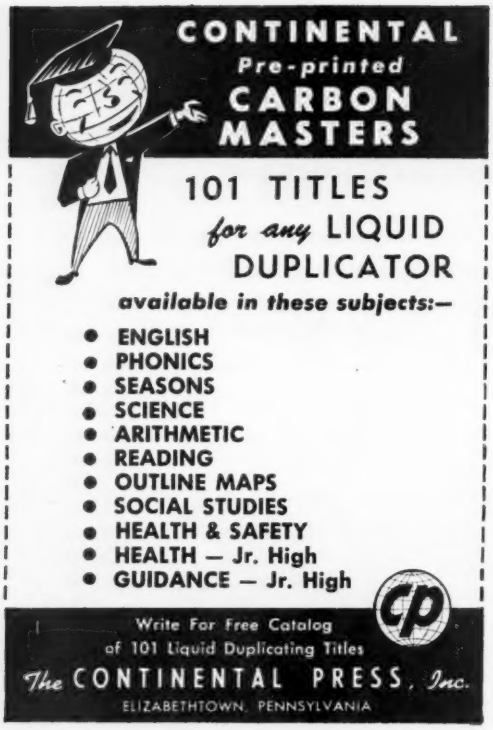
Today there is a restlessness among many laymen caused by the belief that too many of our children are not learning enough in school — are not being challenged to assimilate enough of the huge bulk of available knowledge. Some of this lay opinion is misguided. Yet it seems neither fair nor wise to discount as unjustified a lay restlessness nationwide in scope. A major portion of this restlessness necessarily centers around the unsettled and unsettling question: *What should we expect our children to learn in twelve years of schooling?* Perhaps the lay community is awakened and thoughtful and ready to accept bold, new ideas in answer to this question. In this search the layman must look to the professional educator for leadership.

The fairly thoughtful layman is worried because he senses around him a certain inertia that he believes could be disastrous. Perhaps all of us, professional educator and layman alike have too much the "business as usual" attitude. We seem to think in terms of all out energy expenditure and daring only in time of war. So to use the language of war, the times call for a "crash program." The times demand the national concentration of brains and energy of a Los Alamos project on educational content. We need all of the imagination, vision and courage that we can muster and we need it now!

In the opinion of the layman who is setting down these ideas many of the problems confronting the schools and worrying the lay public today, could be solved by small classroom loads, some kind of ability grouping, and adequate pay for teachers and administrators — together with more flexibility and some revision in offerings of teacher training institutions. Many laymen are trying to help in any way they can be useful in bringing these things about. Yet even if the above were accomplished, the lay restlessness about content and adequate challenge would still remain a basic question worthy of serious consideration.

As the accumulated knowledge increases it seems that we meet the problem of handing this expanding accumulation to the next generation by adding more and more "courses" to our traditional curriculum. We may even "revise" a few courses to take in more information. But what we need to do is to transform, not revise—not add—to transform from grades one through twelve.

A young atomic scientist, the father of three children, said one day: "Our children draw pictures of horses, cows and trees — but the galaxies are very beautiful and none of our children draw pictures of galaxies." Are we really bringing the "galaxies" into the kindergarten? These are now as meaningful a part of our daily world as are the horses, cows and trees—maybe more so than the horses! The world is changing—expanding and contracting at the same time—at such a rapid pace that we can no




longer speak of a change in "degree." It is a change in "kind." It is truly a "new" world. We need "new" curriculum content—grades one through twelve.

It has been said that in the time of Columbus so few of the people knew how to read that hardly anyone was aware of the fact that Columbus had discovered a new continent and that the world was round. Are we teaching the next generation to "read" our new world —or are we in our own way failing? To point up the difficulties does not excuse us. We must stop defending and begin creating.

### Is Knowing "How to Learn" Enough?

Some of us answer that the vast and increasing quantities of information in all fields present an impossible assignment. Content will be outdated so rapidly that there is no point in trying to absorb it. The best that we can hope to do is to stimulate interest and teach how to learn. When we need any given information, if we know where and how to acquire it, that is sufficient. The experts in a given field will need to know that field, but the great mass of average citizens do not intend to and are not capable of and need not become experts. But is it that easy? Are there not certain things which everyone who is capable of learning (labeled in I.Q. terms or any other such indicator, as being of average intelligence) must know merely in order to be able to function as a citizen in our democratic society of 1960, 70 or 80? Does one not need enough content to understand the society in which one finds oneself and to establish a relationship to it? How does one formulate values on the basis of knowing *how* to acquire information? Pointing to the vast body of knowledge to be assimilated does not excuse us. It rather intensifies the urgency.

If we agree that certain content is required by all who are capable of learning in our society and that this content needs reexamination now, then we should at the same time examine our teaching process to see how it affects content. For example, we speak of a child's being "ready" to learn as if this moment of readiness were a kind of scientific absolute for any given child. This tendency to establish and accept "readiness" limits could effectively stalemate a revolutionary change in curriculum content. We acknowledge that a child whose parents have taken him to the library and have encouraged him to take home and read books, is usually "readier" to learn at school than a child who has not had this kind of opportunity. What then is to prevent the possible conclusion that the expectations

and attitudes of the total society toward learning — of the parents, the teachers, and the children — as to what *can* be done will surely influence what *is* finally done? It would follow then that it might be entirely reasonable to expect the average fifth grade child to learn to understand and to use exponents, by way of example. Perhaps much depends upon our attitudes and their effect upon our capacity to motivate. The school can be severely handicapped by an uncooperative community. But perhaps in this field of expectations the lay community needs stimulus—or possibly is ready and waiting for bold professional leadership and vision.

The selection of a *particular* process can further limit content. A process that establishes cooperative attitudes and teaches democratic procedures is excellent and indispensable but perhaps not all inclusive. To give an extreme example, one cannot sensibly vote on whether 2 and 2 make 4. Here there is no substitute for drill. One more extreme example—if a cooperative project method of studying the geography of India leads each child into specialized avenues, so that one child becomes an expert on Indian elephants, but cannot answer any questions on mountains and rivers and cities of India, then one might conclude that this process has certain things to recommend it, but also certain limitations if content is of importance to educated citizens.

Let us not allow process to become the giant that swallows up content. It should be our servant, not our master.

The classroom teacher must be of nearly heroic stature to survive the semester under today's conditions in many parts of our country. Teaching is an exacting and exhausting job, physically and emotionally. It requires constant and skilled in-service training just to help the teacher keep abreast with developments in his own discipline. So far we have not devised very effective ways to help him to be well informed in two, three, four or more related disciplines. Yet it is just this kind of knowledge and scope which is vital in the outlining of curriculum content.

In 1893 we had a Committee of Ten who gave leadership in decisions regarding content of high school curriculum. In 1918 another commission distilled the thought on education into Cardinal Principles. Perhaps the time is come again for a new thoughtful committee. It should have on it leaders in thought in the technical sciences, the social sciences, the arts, government, and education — including administrators and classroom teachers. They should sit down together and answer the question: "What should be taught in grades one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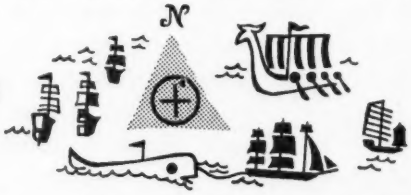

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through twelve to help each child answer for himself the question — to quote the ASCD 1956 Yearbook—posed in a novel by Remarque: 'I would like to know how far I am involved in the crimes of the last ten years.' To this one might add the words of James Farrell, '. . . in a world I never made.' "[1]

The suggestions which the new thoughtful committee would make for curriculum content would be just that—suggestions. These then would be examined and discussed in the 48 states and the thousands of school districts by similar committees. And ultimately they would be interpreted by committees of teachers in each school so as to modify and improve them in any way possible so that they would serve not only the needs of our total society, but of the particular community as well.

So far concern with curriculum content has been centered on the child as a potential *citizen* in our democratic society. But this layman believes that a similar case could be made in relation to the need for the individual to be a complete, interested, alert, and possibly even creative human being. Learning how to learn and how to acquire knowledge are important but not enough.

All that has been said of content in regard to the average child is certainly applicable even to a greater degree to the gifted. They need a thorough and revolutionized general education if they are to become wise and responsible leaders in our "new" world.

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[1] Association for Supervision and Curriculum Development. *What Shall the High Schools Teach?* Washington, D. C.: the Association, a department of the National Education Association, 1956. p. 133-34.

to arouse interest in schools, primarily in the financing problem. We have had a national White House Conference on Education which aroused still wider lay interest which is broad in scope. Who will now take the initiative on a nationwide scale to coordinate the highest quality and most searching and imaginative consideration possible on: *What* should we expect the teachable child to learn—grades one through twelve? Or to put it another way: What should be the content of general education in a free society?—Will it be the government, the laymen or the professional educators? The layman seeks the leadership of the professional educator. He wants to work with him in every way possible.

All of us of average intelligence or above must have some appreciation of the "galaxies" and what they imply for all of the disciplines. It is merely a question of how it can best be accomplished and how soon. Our Congressmen are elected from among us average people. They and we must wrestle with problems involving nuclear energy and budgetary figures that carry nine and ten zeros after the first digit. If *we* do not have sufficient factual information assimilated to grasp a vision of our universe and our relationship to it — who will do it for us? Will we act in time?

MRS. AARON FISCHER
St. Louis, Missouri

"Letters to the Editor" *is a continuing feature of the journal. Address correspondence to: Editor,* EDUCATIONAL LEADERSHIP, *1201 Sixteenth Street, N.W., Washington 6, D. C.*

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*(Continued from page 51)*

PRESENTLY READS—contd.

two representatives for 100 to 174 members
three representatives for 175 to 274 members
four representatives for 275 to 399 members
five representatives for 400 members or over

In estimating such membership for the purpose of representation, only persons who are bona fide members of the National Education Association and of the Association for Supervision and Curriculum Development with dues paid as of January 1 preceding the annual meeting shall be counted. Representative members of the Board of Directors shall bear such credentials as the By-Laws of the Association may determine. A State may share in such statewide or regional representation but not in both.

PROPOSED NEW READING—contd.

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# Significant Books in Review

Column Editor: George W. Denemark
Contributor: Abraham Shumsky

**Education for a New Morality.** ***By Agnes E. Meyer.*** *New York: The Macmillan Company, 1957.*

In the brief span of 91 pages Mrs. Meyer presents the most insightful, provocative identification of the central issues of contemporary society and of education that this reviewer has read in the past decade. *Education for a New Morality* is the latest volume in the Kappa Delta Pi Lecture Series—a series which includes such well known statements as George Counts' *Education and the Promise of America,* Boyd Bode's *Democracy as a Way of Life,* and John Dewey's *Experience and Education.* Mrs. Meyer's book is a worthy companion volume to these and other writings of some of our most distinguished American educators.

*Education for a New Morality* has as its central thesis the idea that what contemporary society needs is a new concept of science as the most successful organ of social progress—a concept that is "neither materialistic nor theological but one that is profoundly democratic and profoundly humane." With simple clarity and force Mrs. Meyer points out that we live in a new world, a world transformed by a second industrial revolution. To cope with this new world, she holds that we need new minds, minds that can "foresee the consequences of these explosive new forces and by careful scientific observation of the connection between cause and effect, begin at long last to guide our human destiny."

In a world in which coherence and unity are increasingly difficult to establish in the experiences of men, Mrs. Meyer presents a point of view that is notable because of its unifying qualities. In a world which encourages compartmentalization of thinking, a world in which human equality can be espoused on the one hand while discrimination against racial and religious groups is conducted on the other, a world in which certain moral values seem peculiarly and tragically restricted to special days of the week, this volume's attempt to present a point of view that gives the broad outlines of both an educational and a general philosophy to meet the demands of our times is of special significance.

Mrs. Meyer affirms John Dewey's idea that the "systematic deliberate use of scientific method for the promotion of social well being and a free creative culture is the greatest problem which civilization has ever had to face. It is without exaggeration the most serious and profound issue of contemporary life." At this and many other points throughout the volume, Mrs. Meyer's commitment to an experimentalist, pragmatic philosophy as exemplified by John Dewey's writings is most apparent.

Mrs. Meyer is at her best in pointing out the absurdity of the separation between the humanists and scientists in modern life. It is her view that the false "either-or" between science and humanism has resulted in many of us being "split personalities torn between conflicting thoughts and emotions." It is her

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thesis that we must effect a union of knowledge with the nonrational elements of human nature so that "impulse will be guided by reason and reason fired by spontaneity."

To those who would argue that Mrs. Meyer's emphasis on the employment of scientific method in the solution of societal problems is a rosy, ideal one without roots in the reality of our present, frequently nonrational, world there is a clear response to be found in the volume. Mrs. Meyer points out that neither she nor any scientist or scientific philosopher would hold that our world will ever be completely under the control of intelligence, reason and scientific method. This is because the elements of chance, unforeseen events, and the pressures and passions of group life cannot ever be wholly eliminated. It is her view, however, that although "human wisdom, knowledge and intelligence will not necessarily save us from destruction and ruin . . . they are at least the essential conditions of progress."

*Education for a New Morality* goes beyond a purely philosophical analysis of modern society's need for a new emphasis on scientific method applied to social problems and for a spirit of humaneness applied to scientific inquiry. The author translates these ideas into their implications for education in a dramatic and forthright manner which should challenge every American educator to look again at what we do and why we do it. Mrs. Meyer suggests no easy compromises or minor remodelings of our educational system. Instead she holds "that subject matter is important only as it opens up new vistas of thought. The learning of this, that, or the other subject is less important than methods of learning that will lead to a desire for more learning. Yet never has our school system

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been more cluttered with an enormous body of unrelated subject matter, a suffocating atmosphere rather than one that excites curiosity and the creative imagination." She further points out that our youth "must be trained not as in the past for specific occupations, since these occupations may be obsolete by the time they graduate from high school or college. Nor will a return to the good old days of the 'three R's' and the liberal arts prepare them for a world of perpetual change whose far reaching effects nobody can wholly envisage. The stale humanist regurgitations will no longer do. Analysis of past traditions, habits, and morals is essential in order to observe how old principles actually work under totally new conditions and how they must be modified in order to become more effective instruments in meeting new situations. The choice is not between throwing away ideas previously developed and sticking by them blindly and obstinately. The intelligent alternative . . . is to revise, expand and alter them. The problem of education and of life itself will henceforth be one of continuous readaptation."

The space here available does not permit a review of the very stimulating step-by-step discussion of the introduction of the young child into the discipline of scientific thinking. There is in the span of four short pages a masterful description of continuity and of growing maturity in the experiences of children, experiences which have been deliberately designed to foster a scientific attitude. Educators concerned with problems of articulation between elementary and secondary schools and with a continuous program of instruction can see in these pages the outline of the conception of education which would insure such continuity and articulation because all phases of the school experience of boys and girls were organized around the objective of learning to apply scientific method to a larger and larger circle of social-moral problems.

Another exciting portion of the book is that which attempts to clarify the relationship of modern scientific knowledge to the values of democracy. Particularly stimulating is the support which the author sees science giving to democracy and in turn the dependence of democracy upon the development of a scientific attitude in its citizenry. Throughout the book there is an urgent plea that man more fully awaken to his own potentialities and those of his brothers for transforming the environment in which he lives and for creating a new ideal of man and his capacities for growth. In all this, Mrs. Meyer sees education playing the central role, an education which is dynamic and responsive to the world

around it. Without such flexibility in education, Mrs. Meyer warns, "our schools will remain what they always have been—a reflection of a society that has been left behind."

*Education for a New Morality* represents a stimulating evening's reading which you cannot afford to miss because it is as well a magnificent statement of values that can give new meaning to the daily life and work of each of us.

—*Reviewed by* GEORGE W. DENEMARK, *assistant dean, College of Education, University of Maryland, College Park.*

**Action Research: A Case Study.** ***By Hilda Taba and Elizabeth Noel.*** *Washington, D. C.: Association for Supervision and Curriculum Development, NEA, 1957. 58 p.*

The project described in this challenging booklet was undertaken because the Yolo County, California, Schools, wanted to improve their in-service program. Working with teachers individually, the supervisors often felt themselves in a position of "supplying expert answers to unanalyzed problems" and of creating "dependence instead of making teachers self-propelling." Group work was limited to large meetings in which the training constituted "short term undertakings, not developmental."

Realization grew in the system that when planning and communicating stem from a single source—from administration out, when teachers have no part in planning the program, when the emphasis is on materials rather than on teacher growth—the in-service education program has no chance.

The study under review is a thoughtful illustration of the promise of action research as an approach to in-service education. The discussion emphasizes the two interrelated aspects of action


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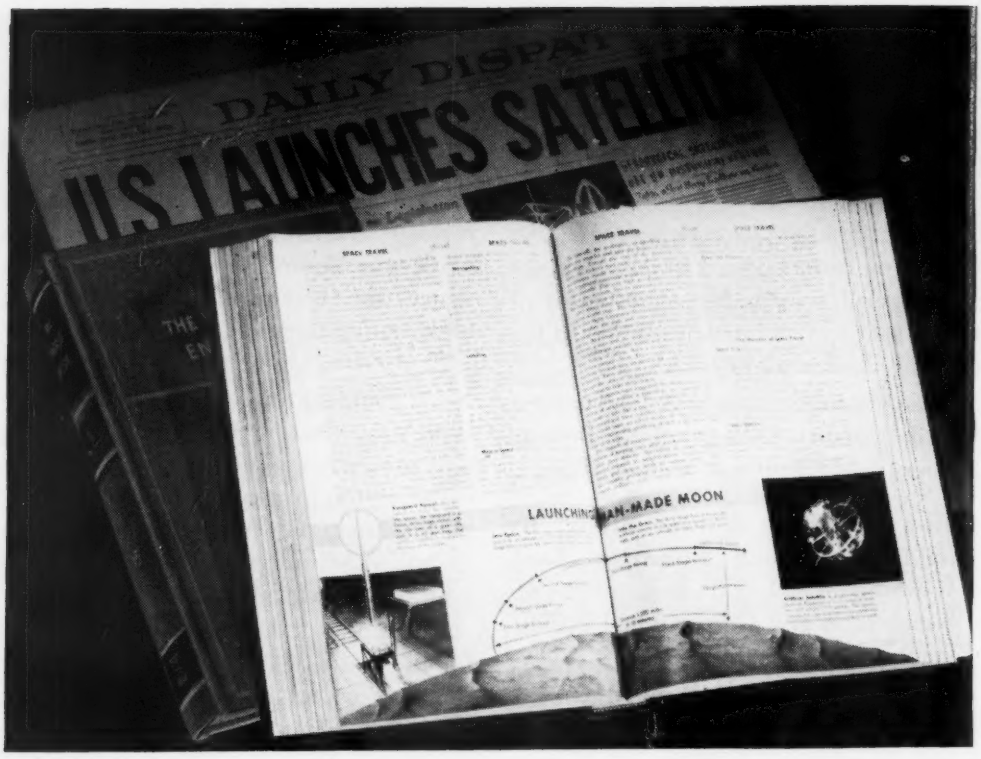


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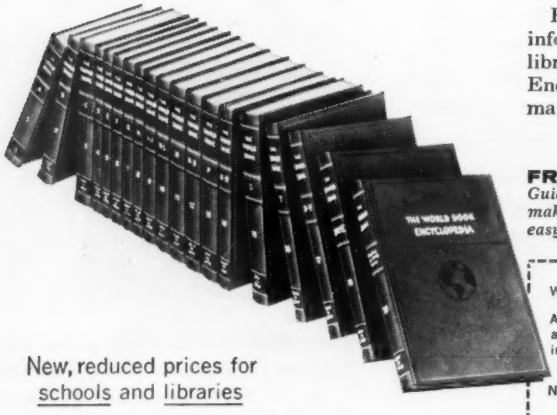


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research: a research methodology and an understanding of the dynamics of teacher re-education. From the very beginning of the study, the reader realizes that the equation of the processes of action with conventional research is somewhat misleading. The basic difference stems from the fact that the teacher is investigating the quality of his own teaching.

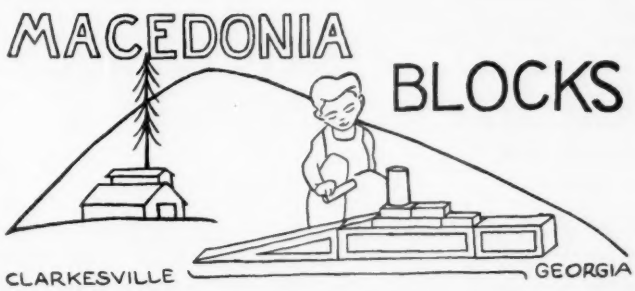
The conventional researcher perceives the experimental field as a temporary ground; he raises the question of what will be the impact of the experiment on others rather than on himself. Being "detached" and "objective" the traditional researcher is not threatened by conflicting attitudes. His ego investment in the old way of doing things is not challenged; resistance is not built up and is not expressed in direct or disguised forms.

In contrast, the teacher-researcher does not see himself as an observer, but rather as a participant. Operating in a group, the teacher does not stand by while things are happening — he is an integral part of the happening. What happens impinges on the action researcher as a person. Researching means that the teacher's ways of teaching, his relations with pupils and subject matter, his field situation are in transition.

The fact that the action researcher plays an involved participant role means that his part as a factor in the situation must be studied. The authors have made an important contribution in this direction. For instance, in discussing the step of problem identification they say:

> Different teachers bring to their concerns different dispositions. Some are shy and insecure, which makes it hard for them to accept new perceptions. Other teachers bring to their problems definite and sometimes mistaken convictions.

The conclusion is that "it is as impor-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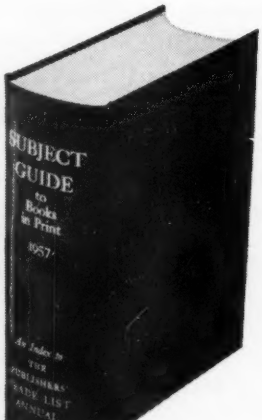


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tant to determine what blocks the teacher's perspective toward his problem as it is to diagnose the nature of his problems."

Speaking about the step of experimentation, the authors say:

> There are psychological hazards in experimentation . . . it always involves a risk. Teachers need to be freed of their fears of making mistakes. . . . They need to feel free to admit what they do not know, to secure help, to ask questions.

Again, the major contribution of this study is the attempt to develop an action research methodology based mainly on two elements: the logic of research and the problems involved in teacher re-education. The major limitation of the study stems from its conciseness and brevity. The feeling is that, of the rich consultative experience the authors had, only part is reported. For instance, questions like the following await description: What is the impact of hypothesis development on the teacher's educational philosophy? What are the difficulties involved in movement from a verbal ideology (hypothesis) to an action ideology (implementation of the new curricular innovation)? What happens when the teacher wants to test a hypothesis contrary to the consultant's belief? How can teachers be helped to view their perceptions of action research as an integral part of their attitudes toward the improvement of their work?

To conclude, the educator who believes that curriculum change cannot be realized by remote control and push-button techniques, will find the action research consultation described in this pamphlet promising and rewarding.

*—Reviewed by* ABRAHAM SHUMSKY, *research assistant, Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, New York, N. Y.*


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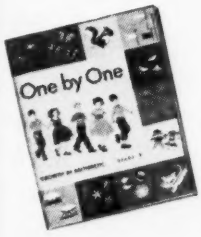


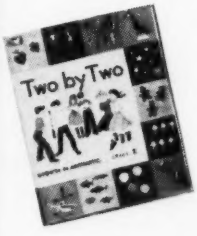


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# From the Editor

**Themes.** For 1957-1958 the themes of EDUCATIONAL LEADERSHIP are these:

OCTOBER: "Education for the Foreseeable Future"

NOVEMBER: "Curriculum Planning for the Surging College Enrollment"

DECEMBER: "Trends in Meeting Individual Differences"

JANUARY: "Evaluation of Teaching"

FEBRUARY: "Continuing Education for the Teaching Profession"

MARCH: "Staff Participation in Curriculum Development—A Searching Look"

APRIL: "Lay Participation in Curriculum Development Reexamined"

MAY: "Experiences in Cultural Integration."

**New publications.** In recent weeks ASCD has released these booklets:

*Action Research: A Case Study* by HILDA TABA and ELIZABETH NOEL

*Selected Bibliography for Curriculum Workers* (1957 Edition) edited by JULIA MASON HAVEN

*Elementary School Science: Research, Theory and Practice* by MAXINE DUNFEE and JULIAN GREENLEE.

**Personnel.** We welcome MARGARET GILL, who joined the ASCD headquarters staff in July as an associate secretary. Dr. Gill's assignment is to work with state and regional groups and with the ASCD national study conference. She comes to us from the faculty of Southern Methodist University, Dallas, Texas, where her major responsibility was in the area of secondary teacher training.

MRS. EVELYN FORD, who claims Newport, R. I., for her home town, will be Dr. Gill's assistant. We also welcome MRS. SUZANNE BUCKLER as advertising and promotion manager of the journal. Sue is a former teacher of Spanish and English in the Brookville, Indiana, High School. She replaces MRS. GLENDA L. JONES, who left the staff in August when her husband was transferred to another city. VIRGINIA BERTHY joined the headquarters staff in August as ASCD's administrative assistant, replacing ORIN MCCARLEY who has moved to Bowling Green, Ohio.

**Vacation days.** RODNEY TILLMAN and family managed a week's visit to Toronto, Canada, in August, following attendance at the New England ASCD workshop at the University of Maine at Orono.

Your editor, during the period June 7-July 9, vacationed on a trip through several countries of Western Europe: Ireland, Scotland, England, The Netherlands, West Germany, Switzerland and France. Especially memorable were the visits to Dublin, Glendalough, Princes Street in Edinburgh, London, the "Shakespeare country," the Rhine, the Black Forest, Lucerne, Interlaken, the Jungfrau, Geneva, Chamonix, and Paris.

In London I visited the offices of the New Education Fellowship, and talked with DR. P. VOLKOV, editor of *The New Era in Home and School.* In Geneva I visited the International Bureau of Education where many of the Association's publications, including the journal, are a part of a permanent exhibit for use by professional people in education. It was pleasant to meet in person MLLE. MARCELLE COLLET, librarian with the International Bureau.

—ROBERT R. LEEPER, *editor,* EDUCATIONAL LEADERSHIP.

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